

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Raymond Cree Middle School
Address	1011 Vista Chino Drive Palm Springs, CA 92262-3207
County-District-School (CDS) Code	33-67173-6059109
Principal	Bernie Marez
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2022-6/30/2024
Schoolsite Council (SSC) Approval Date	October 21, 2024
Local Board Approval Date	December 17, 2024

This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Raymond Cree Middle School's faculty, staff, students, and community are devoted to academic excellence and the cultivation of individual strengths and talents in a supportive and racially equitable environment. Raymond Cree Middle School is a place where school and community behavior are guided by respect for individual differences and the rights of others. We value learning for all through a student-first approach.

School Profile

Raymond Cree Middle School offers a unique and comprehensive learning experience for students in grades 6-8. Our VAPA (Visual and Performing Arts) program includes Band and Art, available to all students as part of the ENCORE elective program. We also provide exciting electives in Engineering & Robotics, Coding, and STEAM Science. For academically motivated students, we have an Honors pathway in English Language Arts (ELA) and History in grades 7 and 8. Additionally, we offer an Accelerated Math program for high-achieving students in grades 7 and 8. For students needing extra support, Essentials Math is available in grades 6, 7, and 8. This will be our second year offering Language Live which is an essential reading course for at promise students in 6th grade, and we will be adding multiple sections for 7. Academics. Raymond Cree fosters a vibrant school life with 28 clubs and sports teams, enabling students to connect and build interests outside the classroom.

Our dedicated counseling department champions the academic success, personal growth, and career development of each student. The core counseling curriculum is delivered year-round in all grade levels. The counselors also provide educational and preventative lessons on anti-bullying, Red Ribbon Week awareness, college & career readiness, and school expectations. Students requiring additional support benefit from intentional guidance, ongoing academic monitoring, and Pro-Social skills counseling groups. Raymond Cree also fosters school connectedness through student mentoring programs like PLUS (Peer Leaders Uniting Students), M Power (positive self-image and empowerment for girls), and Matador Way (a boy's leadership group). Year-round counseling events further promote student success and celebrate diversity. We are committed to mental health support, offering on-site clinician services to reach as many students as possible.

Raymond Cree Middle School fosters a collaborative environment where faculty regularly engage in curriculum development. Curricular department teams, cross-curricular teams, and grade-level professional learning communities (PLCs) meet to analyze school-wide data. This data-driven approach allows for continuous evaluation of policies and programs, ensuring effectiveness and improved achievement for all student groups.

Our curriculum is meticulously aligned with state and district standards. We prioritize professional development, equipping teachers with rigorous and relevant instructional strategies to maximize student success. To address all standards comprehensively, we have partnered with the consulting firm Irvine Math. This collaboration focuses on elevating performance levels in math for all student subgroups.

Teachers conduct unit assessments to craft targeted and challenging learning experiences. Unit assessments in ELA and Math are developed collaboratively with the central office, utilizing the Data Review and Session (DRS) process for in-depth data analysis. Best practices and instructional agreements are established and implemented throughout the instructional day. Ultimately, Raymond Cree Middle School's academic goals align with the district's, directly reflecting the California Department of Education's vision. This ensures a cohesive and effective educational journey for all our students.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Raymond Cree Middle School (RCMS) School Site Council (SSC) convenes regularly throughout the school year to engage in a comprehensive planning process for the school SPSA. This process focuses on reviewing and updating the school plan, including the proposed allocation of Title I, LCAP, and CSI funds. We utilize a Data-Driven Decision Making model. School goals are established based on a thorough needs assessment. This assessment incorporates verifiable state data, including available information on the CA School Dashboard. Common assessments in core subject areas like English Language Arts (ELA), Math, and History provide further insights. School data across core content areas are continuously analyzed to monitor student achievement throughout the year. RCMS school goals are carefully aligned with the established goals of the Palm Springs Unified School District (PSUSD) Local Control and Accountability Plan (LCAP). This ensures a cohesive approach to student success. The planning process actively solicits input and guidance from various school advisory committees, including the English Learner Advisory Committee (ELAC) and the School Leadership Team. The SSC plays a vital role in this collaborative effort. The RCMS School Plan explicitly details how Local Control Funding Formula (LCFF) and Title I funds will be strategically utilized and this year will include CSI funds. The primary objective is to enhance the academic performance of all students and effectively address achievement gaps within student subgroups. In response to RCMS's designation as a Comprehensive support and improvement (CSI) school, this year's planning process included an enhanced focus on school-wide actions to address all student groups. To address this designation, an additional layer of comprehensive input gathering has been implemented, involving staff, the community, the ELAC, and the SSC. This collaborative planning process at RCMS ensures that school resources are strategically allocated to maximize student success and bridge achievement gaps.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results:

2023

Process followed: Communication to stakeholder groups soliciting nominations through ParentSquare. After nominations were submitted, educational partner groups received ballots in both hard copy and digital format. Site Council nominations were accepted through August 25, 2024. Ballots were distributed on August 28 and were returned by September 2, 2024. In September of 2024 – two new students were elected -Alisha Brice, Sophia Gardner , One new school community memeber - Mario Logazo.

SSC Meeting Dates and Topics:

- On September 11, 2024 SSC Training online
- September 17, 2024 Election of officers, parent compact approved, election of officers
- October 1, 2024, SSC/ELAC training in person, Dr. Feffer
- October 21, 2024, Approve Fall SPSA update to reflect update of additional funds, Data walk

November 14, 2024 – Data walk of attendance, chronic absenteeism, and CAASPP review

- February 11th, 2025, Continue Data Walk / Brainstorming.
- March 10, 2025, Discuss items for revision.
- April 14, 2025 review SPSA, and CSO approval for submission.

ELAC Meeting Dates and Topics:

- October 7: Introduced ELAC to parents, trained them on their duties and responsibilities, formalized our ELAC members, and elected our DELAC representatives.
- November 2: Focused on the significance of regular school attendance, discussing ways to enhance parent awareness and its impact on students' learning and average daily attendance (ADA).
- January 11: Reviewed upcoming campaigns for the second semester and tracked the progress of students who have been reclassified.
- February 6: Reviewed data from the Panorama Survey and reclassification numbers, discussed strategies to prepare students for the ELPAC, and invited parents to participate in the "Love is Louder" campaign to promote kindness at school.
- March 5: Celebrated meeting our reclassification goal, reviewed effective strategies, and planned to conduct a school-wide needs assessment for English Language Learners and provide input for the School Site Council. SSC was informed of our CSI status and how district-level support will be provided for the plan.

- May 7: Held an informal meeting to celebrate the accomplishments of ELAC for the year and began preparations for the next school year.

CSI Meetings

- April 24, 2024, CSI Meeting - Dr. Feffer hosts the staff CSI meeting with a brainstorming activity on what is going well. The second topic is what needs improvement.
- April 24, 2024, CSI family meeting was held at 5:00 p.m.

As a CSI school, we work closely and are guided by the central office to conduct a comprehensive needs assessment to identify specific academic and social-emotional areas where your students require the most support. This will help tailor interventions and resources effectively. The central office provides access to data and analysis tools. We use this data to track student progress and measure the effectiveness of implemented strategies. We use a variety of resources in identifying and implementing evidence-based interventions known to improve student outcomes in CSI schools.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Analysis of the California Dashboard student group report for RCMS reveals unequal trends and resource inequalities. The school has been designated as a CSI school due to low performance in several areas.

English Learner Progress Indicator (ELPI): ELPI scores are significantly low at 48.8%, which is a concerning drop of 15.3% compared to the previous year. School Climate: Measured by suspension rates, and chronic abs, current rates are suspension at 1.2% to a concerning rate of 19.5%. Both are coming were reduced significantly during the 23-24 school year. 101 suspension unduplicated rate of 8.031 vs previous year of 295, rate 18.93

Mathematics: Homeless youth, African American (AA), and English Learner (EL) subgroups all scored significantly below standard in math (red category). Scores are improving, however, with decreases of 7.3 dfs (homeless), 13.8 dfs (AA), and 10.9 dfs (EL) compared to the prior year's data. English Language Arts (ELA): Both EL and Students with Disabilities (SWD) subgroups are struggling in ELA. EL students are 79.7 points below standard, showing a decline of 4 points. SWD scores remain stagnant at 131.5 points below standard. Suspension Rates: The overall suspension rate is also concerning, with 17.1% of students suspended at least once, reflecting a 1.8% increase. The data breaks down further, showing that six subgroups experience disproportionately high suspension rates: EL, Hispanic, Homeless, Socioeconomically Disadvantaged (SED), SWD, and White students. These findings from the California Dashboard paint a clear picture: RCMS is facing challenges in terms of resource allocation and student achievement, particularly for certain subgroups. The data highlights the need for targeted interventions and a focus on closing the achievement gap. The recent CSI staff meeting focused on key areas for improvement, including student interventions and best practices to address student engagement, school culture, and chronic absenteeism.

Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, and foster youth have led to improved performance for these students.

Reflections: Success

RCMS is pleased to report significant progress on two key performance indicators. Our current suspension rate of 7.1% is a major improvement compared to last year's 17.4%, exceeding our initial goals. We've also seen a positive shift in chronic absenteeism, which now sits at 29.8% - a decrease from 36.3% in the previous year. These areas were critical for improvement, as reflected by our "red" designation on last year's CA Dashboard and subsequent CSI (Comprehensive Support and Improvement) school status. ELA Success: CA, 22/23 Dashboard data shows our homeless population performed in "yellow", which is an increase from the previous year at "very low." Furthermore, the 23 Dashboard reveals our subgroups, AA also improved from very low the previous year to Orange in the 23 Dashboard. We will continue to build on this success by continued efforts on our MTSS system to address behavior and SEL services and recognition programs for success.

Referring to the California School Dashboard, identify: (a) any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators AND (b) identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these areas of low performance and performance gaps?

Reflections: Identified Need

As a result of scoring in red for all student groups for Suspension rate, Chronic absenteeism, and ELPI, RCMS has been designated as a CSI School. The California Dashboard 22/23 measurable outcomes show concerning needs in ELA across various student groups. Overall performance for all students was "Orange" at 36.2 points below standard, with a decline of 5.5 points. Drilling deeper, we see significant challenges for several subgroups. English Learners (EL): EL students scored a critical "Red" of 79.7 points below standard, and their performance declined further by 4 points. Students with Disabilities (SWD): SWD students also scored in the critical "Red" zone at 131.5 points below standard. African American (AA): While not in the "Red" category, AA students performed in the "Orange" range, scoring 36.2 points below standard. Hispanic: Similar to AA students, the Hispanic subgroup scored in the "Orange" category. The socioeconomically disadvantaged (SED) subgroup joins AA and Hispanic students in the "Orange" performance range.

The California Dashboard 22/23 measurable outcomes show identified needs in academics: Academic performance in ELA for all students was in "Orange" 36.2 points below standard, declined 5.5. Subgroup performance shows two subgroups in "red" Further breakdown of data shows EL 79.7 points below standard, declined 4 points. SWD also performed in "red" 131.5 points below standard. Subgroups performing in "orange" include AA, Hispanic, and SED. Math outcomes, all students performed in "orange." Breaking this down further we have three subgroups in "red" which are AA, homeless, and ELs. Our AA subgroup is 142.1 points below standard and declined 13.8 points. ELs performed at 126.8 points below standard, with a decline of 10.9 points. Homelessness performed 139.8 points below standard with a decline of 7.3 points. A point of concern are outcomes of ELPI "red", which was an indicator that designated RCMS as a CSI school. ELP indicated 43.8 making progress toward English Language Proficiency, declined 15.3%.

California Dashboard results show all student outcomes in Chronic Absenteeism in "red" with 32% chronically absent which was an increase of 1.9 from the previous year. Subgroups in "red" include AA, Hispanic, SED, SWD, and white. The five subgroups in "red" AA at 43.3% absent, maintained -.3%. Hispanic 32.1% chronically abs with an increase of 3.1%. SED 32.2% chronically absent with a 2% increase. Students with disabilities were chronically absent at 48.2%, an increase of 8%. White population 34.7% chronically absent with an increase of 2.3%. Suspension rate outcomes on the California Dashboard All Students is in "red" with 17.7% suspended at least one day, which is an increase of 8.1%. A breakdown of subgroups shows we have 6 subgroups in "red" and one group in "Orange" which is our AA group. Breaking this down further, ELs were suspended by 18% with an increase of 11%. Hispanic subgroup 16.2% suspended at least one day with an increase of 9.5%. Homeless suspension shows 22.2% suspended at least one day with an increase of 12.4%. SED shows 17.3% were suspended at least one day with an increase of 7.6%. SWD was suspended 30.7% for at least one day. White students were suspended for 14.4% of at least one day.

As a CSI school, the supporting action for our instructional program will include PD in the form of a summer institute to address instructional practices that will allow for an increase of engagement and access to all students and identified subgroups in "red" and "Orange". The PD provided will be in the form of a Summer Institute where all teachers will be trained in Kagan Strategies which are also known as Kagan cooperative learning structures and a reboot on the use of thinking maps. Combining Kagan Cooperative Learning Structures with Thinking Maps can significantly boost student engagement and access to essential CORE content. Kagan Strategies, which emphasize teamwork and communication, create a dynamic classroom environment where students are actively involved in their learning. By working together, students explain concepts to each other, solidifying their own understanding. Thinking Maps, on the other hand, provide visual frameworks that help students process information and develop critical thinking skills. These maps not only make complex topics more accessible but also promote metacognition, the ability to reflect on one's learning process. This self-awareness empowers students to become more efficient learners, ultimately accelerating academic achievement and narrowing the achievement gap for all.

To address the suspension rate and chronic absenteeism which are connected to school climate we will be taking a whole-school approach by training our staff on Capturing Kids Hearts at our summer institute. Research suggests that Capturing Kids' Hearts (CKH) can significantly improve classrooms. This program equips teachers with tools to cultivate a positive learning environment. CKH prioritizes social-emotional well-being, fostering strong relationships and student connectedness. By promoting "relevance, rigor, and

relationships," the program equips students with valuable skills like respect, responsibility, and participation in anti-bullying efforts. Additionally, CKH encourages service learning and contributes to safe school initiatives.

To further address our chronic absenteeism we will form a Chronic Absenteeism team that will focus on home visits during the day and an emphasis on visitation after the work day. Our team will be made up of both certificated and classified team members and will be centered around Building relationships, home visits allow school staff to connect with families on a personal level. This can help to build trust and rapport, which can lead to better communication and collaboration between the school and home. Identifying barriers: Home visits can help to identify the root causes of chronic absenteeism. For example, challenges of transportation, health issues, or family problems. We use this information to develop solutions. Once the barriers to attendance are identified, a plan can be developed to address them. This might involve providing transportation assistance, connecting the family with social services, or developing a plan to help the student catch up on missed schoolwork.

To further support our EL's (new comers) we will be investing in technology for translation purposes, in addition to scheduling an increase in Bootcamps to support their efforts with language and prep for ELPAC and additional offerings at Saturday EdCamps and compenstaing teachers for prep time.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.55%	0.42%	0.14%	4	3	1
African American	7.84%	9.46%	8.17%	57	67	58
Asian	1.10%	1.13%	1.41%	8	8	10
Filipino	1.79%	1.84%	1.41%	13	13	10
Hispanic/Latino	69.88%	71.05%	74.08%	508	503	526
Pacific Islander	%	0.14%	0.14%		1	1
White	14.58%	12.43%	10.85%	106	88	77
Multiple/No Response	4.26%	3.53%	3.80%	31	25	27
	Total Enrollment			727	708	710

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	247	242	241
Grade 7	222	246	231
Grade 8	258	220	238
Total Enrollment	727	708	710

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	194	181	169	23.90%	26.7%	23.8%
Fluent English Proficient (FEP)	168	152	180	25.50%	23.1%	25.4%
Reclassified Fluent English Proficient (RFEP)				11.3%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
708	97.6	25.6	1.6
Total Number of Students enrolled in Raymond Cree Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	181	25.6
Foster Youth	11	1.6
Homeless	52	7.3
Socioeconomically Disadvantaged	691	97.6
Students with Disabilities	103	14.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	67	9.5
American Indian	3	0.4
Asian	8	1.1
Filipino	13	1.8
Hispanic	503	71
Two or More Races	25	3.5
Pacific Islander	1	0.1
White	88	12.4

Conclusions based on this data:

1. RCMS has 7 race/ethnicity student groups that we serve on campus.

2. There is evidence that our plan of action must first focus on a school wide approach for all students and within that process closely monitor our subgroups for additional support.
3. Based on the diverse background we need to and will continue developing our MTSS system to support students academically, behaviorally, attendance and chronic absenteeism.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Red	Suspension Rate Red
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

1. ELA All students are in Orange with a breakdown in the following subgroups: EL -red, AA, Hispanic, SED - Orange, Homeless - yellow, and White - green. Moving forward we will increase teacher PD focus on engagements and access with schoolwide Kagan training, Thinking maps training. The following two subgroups performed in Red on ELA outcomes.

RCMS has three areas in Red, ELP, chronic abs, suspensions

2. Math All Students is in Orange with a breakdown in the following subgroups: AA, EL, homeless - red, Hispanic, SED, SWD - Orange, White - yellow. We will be offering an increase in the number of sections being offered for Math Essentials to support students in Red.
3. Suspension data outcomes are in Red with the breakdown of the following subgroups: ELA, Hispanic, Homeless, SED, SWD, White - Red. AA subgroup - Orange. Moving forward staff will be trained in using capturing kid's hearts, we will also be increasing opportunities for students to school connected activities such as reward systems to recognize improved behavior each month. We will also be offering workshops for parents to support our efforts with this focus area.

School and Student Performance Data

Academic Performance English Language Arts

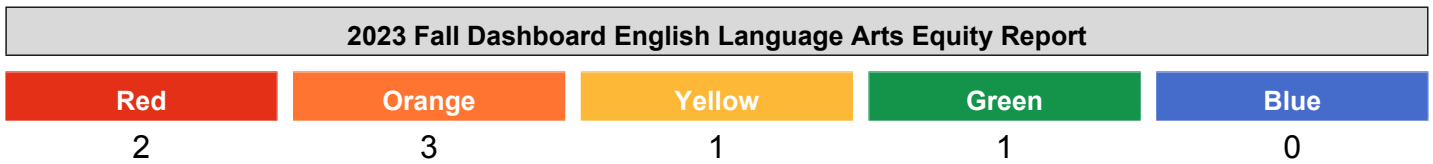
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 36.2 points below standard Decreased -5.5 points 646 Students	 Red 79.7 points below standard Decreased -4 points 212 Students	Less than 11 Students 10 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 53.9 points below standard Increased Significantly +23.6 points 37 Students	 Orange 36.5 points below standard Decreased -4.7 points 634 Students	 Red 131.5 points below standard Maintained 0 points 89 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 71.7 points below standard Increased +6.8 points 59 Students	Less than 11 Students 2 Students	Less than 11 Students 8 Students	20.5 points above standard Decreased -11.6 points 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 44.7 points below standard Decreased -5.1 points 467 Students	12 points above standard Increased +6.5 points 21 Students	Less than 11 Students 1 Student	 Green 10.2 points above standard Decreased -8.8 points 76 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
115.4 points below standard Decreased -7.9 points 137 Students	14.7 points below standard Decreased Significantly -15.6 points 75 Students	29.4 points below standard Decreased -13.2 points 326 Students

Conclusions based on this data:

1. ELA Indicator - The Fall 2023 California School Dashboard reported two student groups in the lowest performance level, SWD, English learners. These groups presented a performance gap one level below the overall school result indicating a need for ongoing support to include but not limited to interventions during the day with Language Live.
2. The data shows that RCMS has a need for continued support with our SWD who are 131.5 point below standard.
3. RCMS has an achievement gap with our SWD, and EL's. These two subgroups will continue to be an area of focus as we develop and monitor students through unit assessments and make the needed changes.

School and Student Performance Data

Academic Performance Mathematics

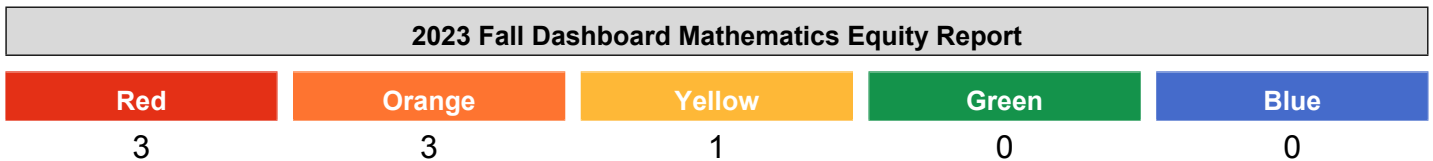
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>82.3 points below standard</p> <p>Decreased -3.6 points</p> <p>636 Students</p>	<p>English Learners</p> <p>Red</p> <p>126.8 points below standard</p> <p>Decreased -10.9 points</p> <p>209 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>10 Students</p>
<p>Homeless</p> <p>Red</p> <p>139.8 points below standard</p> <p>Decreased -7.3 points</p> <p>40 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>81.9 points below standard</p> <p>Maintained -2.9 points</p> <p>624 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>167.1 points below standard</p> <p>Increased +3.5 points</p> <p>87 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 142.1 points below standard Decreased -13.8 points 58 Students	Less than 11 Students 2 Students	Less than 11 Students 8 Students	10.3 points above standard Decreased Significantly - 23.8 points 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 89.4 points below standard Decreased -3.7 points 460 Students	59.8 points below standard Increased +13.4 points 21 Students	Less than 11 Students 0 Students	 Yellow 32.6 points below standard Increased +6 points 75 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
162.4 points below standard Decreased Significantly -20.4 points 136 Students	68.1 points below standard Decreased Significantly -15.3 points 75 Students	79.9 points below standard Decreased -10.5 points 322 Students

Conclusions based on this data:

1. Math Indicator - The Fall 2023 California School Dashboard reported three student groups in the lowest performance level. These groups presented a performance gap one level below the overall school result indicating a need for ongoing support.
2. Math results reported as "Orange" for three subgroups which include Hispanics, SWD and SED
3. Math outcomes indicate that our Math would benefit from professional development on engagement strategies to include Kagan, Thinking maps, and climate through capturing kids hearts.

School and Student Performance Data

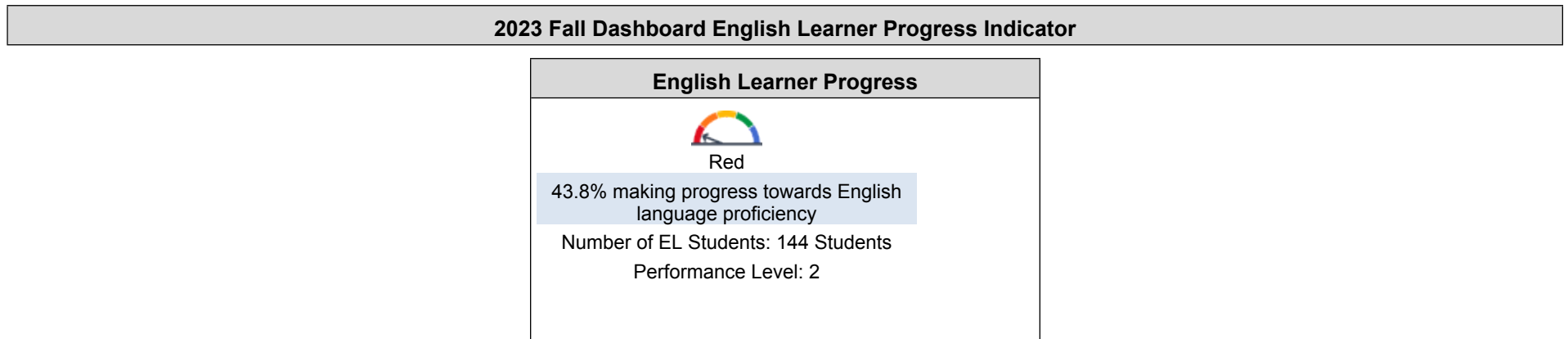
Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25	51	5	57

Conclusions based on this data:

1. 43.8making progress towards English Language proficiency Continue our focus on first best instruction with an emphasis on Thinking Maps, Kagan strategies and capturing kids hearts.
2. Students would benefit from opportunities to engage in the use of language in the classroom setting to close the achievement gap.
3. Indicators and show a need to increase student engagement and access to CORE content.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

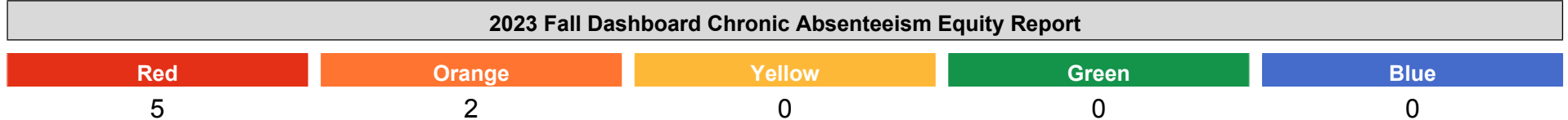
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This section provides number of student groups in each level.




This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.


2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group


All Students
 Red
32% Chronically Absent
Increased 1.9
748 Students

English Learners
 Orange
26.7% Chronically Absent
Declined -1
191 Students




Foster Youth
31.3% Chronically Absent
Declined -4.5
16 Students

Homeless
 Orange
43.6% Chronically Absent
Declined -2.8
55 Students

Socioeconomically Disadvantaged
 Red
32.2% Chronically Absent
Increased 2
730 Students

Students with Disabilities
 Red
48.2% Chronically Absent
Increased 8
112 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 41.3% Chronically Absent Maintained -0.3 75 Students	Less than 11 Students 3 Students	Less than 11 Students 8 Students	7.7% Chronically Absent Increased 0.5 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 32.1% Chronically Absent Increased Significantly 3.1 524 Students	11.5% Chronically Absent Declined -13.5 26 Students	Less than 11 Students 1 Student	 Red 34.7% Chronically Absent Increased 2.3 98 Students

Conclusions based on this data:

- 5 - 7 subgroups performed in Red as indicated by the Ca Dashboard, AA, Hispanic, White, SWD, SED. Data indicates a need to address through the following strategies: Early identification, creating a home visit program, targeted subgroups, and parent workshops.
- Our efforts will remain focused on creating a positive school culture and celebrating attendance and school wide recognition for attendance and improved attendance.
- Two subgroups, homeless and EL have leveled in Orange.

School and Student Performance Data

Conditions & Climate Suspension Rate

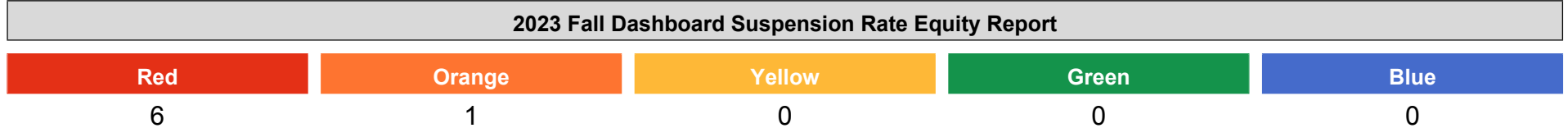
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Red

17.7% suspended at least one day

Increased Significantly 8.1
763 Students

English Learners


 Red

18% suspended at least one day


Increased Significantly 11
194 Students

Foster Youth

41.2% suspended at least one day

Declined -1.7
17 Students


Homeless


 Red

22.2% suspended at least one day

Increased 12.4
63 Students


Socioeconomically Disadvantaged


 Red

17.3% suspended at least one day

Increased Significantly 7.6
745 Students




Students with Disabilities


 Red

20.7% suspended at least one day

Increased 1.4
116 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 39.5% suspended at least one day Declined -0.8 76 Students	Less than 11 Students 3 Students	Less than 11 Students 8 Students	0% suspended at least one day Maintained 0 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 16.2% suspended at least one day Increased Significantly 9.5 531 Students	11.1% suspended at least one day Increased 2.5 27 Students	Less than 11 Students 1 Student	 Red 14.4% suspended at least one day Increased 4.8 104 Students

Conclusions based on this data:

- 6-7 subgroups are in red for the 22-23 school year, which indicates that staff would benefit from connecting to the school where students would benefit from training on Capturing Kids Hearts to change the culture of the school away from demand and punish model.
- With 6-7 subgroups in Red, RCMS would benefit from further developing of our MTSS system, including further building our Plus Program, which is a student-led group to intervene with student conflicts with the approach of students by students.
- Outcomes clearly indicate that involving parents through forum and workshops on attendance, chronic absenteeism and school culture to assist in changing the school culture so indicators reflect growth in this area.











Annual Review and Update










SPSA Year Reviewed: 2023-24

Goal 1 – Increased Academic Achievement

Palm Springs Unified School District Long-Term Academic Achievement Goal: All students attending Raymond Cree Middle School will strive to meet grade-level proficiency in common core content standards in the core academic subjects: English language arts, math, and science, as measured by the annual California Smarter Balanced Assessment Consortium assessments (SBAC). For the 23/24 school year, the LCAP-aligned school goal is to increase student achievement between 3.0% and 6% in the number of students meeting/exceeding proficiency standards in both mathematics and language arts.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	low	27.7	+3	All	 Orange	36.2 points below standard	Decreased - 5.5 points
	EL	v low	72.8	+3	EL	 Red	79.7 points below standard	Decreased -4 points
	Hisp	v low	36.6	+3	Hisp	 Orange	44.7 points below standard	Decreased - 5.1 points
	AA	v low	75.5	+3	AA	 Orange	71.7 points below standard	Increased +6.8 points
	SED	low	28.8	+3	SED	 Orange	36.5 points below standard	Decreased - 4.7 points
	SWD	v low	128.8	+3	SWD	 Red	131.5 points below standard	Maintained 0 points
					All	 Orange	82.3 points below standard	Decreased - 3.6 points
					EL	 Red	126.8 points below standard	Decreased - 10.9 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	low	75.5	+3	Hisp	 Orange	89.4 points below standard	Decreased - 3.7 points
	EL	v low	112.9	+3	AA	 Orange	142.1 points below standard	Decreased - 13.8 points
	Hisp	low	82.5	+3				
	AA	v low	125.3	+3				
	SED	low	76.0	+3				

Metric/Indicator	Expected Outcomes	Actual Outcomes																
	<table border="1"> <tr> <td>SWD</td> <td>v low</td> <td>167.6</td> <td>+3</td> </tr> </table>	SWD	v low	167.6	+3	<table border="1"> <tr> <td></td> <td>Red</td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td> Orange</td> <td>81.9 points below standard</td> <td>Maintained - 2.9 points</td> </tr> <tr> <td>SWD</td> <td> Orange</td> <td>167.1 points below standard</td> <td>Increased +3.5 points</td> </tr> </table>		Red			SED	 Orange	81.9 points below standard	Maintained - 2.9 points	SWD	 Orange	167.1 points below standard	Increased +3.5 points
SWD	v low	167.6	+3															
	Red																	
SED	 Orange	81.9 points below standard	Maintained - 2.9 points															
SWD	 Orange	167.1 points below standard	Increased +3.5 points															
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 -	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - Met or Exceeded 19.05%	California Science Test actual outcomes - 20.47% meet or exceed standards																
California School Dashboard - English Learner Progress Indicator (ELPI)	<table border="1"> <thead> <tr> <th></th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>English Learner Progress Indicator</td> <td>red</td> <td>43.8%</td> <td>declined 15.3%</td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	red	43.8%	declined 15.3%	<table border="1"> <thead> <tr> <th></th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>English Learner Progress Indicator</td> <td> Red</td> <td>43.8%</td> <td>decrease -15.1</td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	 Red	43.8%	decrease -15.1
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	Color	DFS/Percentage	Change															
English Learner Progress Indicator	 Red	43.8%	decrease -15.1															
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner redesignated Fluent English Proficient (RFEP) Reclassification Rate 6th >21.6 7th > 20.1 8th > 27.8	RFEP Reclassification - 33 students 18.2% rate																
STAR Math) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	21-22 CAASPP Math 8th grade 16.87 met or exceeded standards	22-23 CAASPP Math 8 16.11 met or exceeded standards																
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%																

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>COLLABORATION - PLANNING</p> <p>Teaching staff will be allotted collaboration time with grade-level content area teams to create common lessons, review data, modify instructional practices, and coach and align the curriculum. Support for teachers will include but is not be limited to the following actions, pullout days for guided planning, and aligning curriculum. Intervention during the instructional day interventions in Math and Reading to include post-assessment on the identified standards. RSP and SDC-certificated staff will be allotted collaboration pullout days for differentiated planning.</p>	<p>Each grade level team had 3-6 days of collaboration outside of the school day and used the time to look deeper into common assessments and adjust lesson plans accordingly to intervene and identify gaps.</p> <p>after identify gaps, ELA teams collaborated on boot camps for intervention</p>	<p>Monthly collaboration calendar that will drive collaborative meetings/. Calendar and arrange release days and or extra duty time for teachers for grade level teams and subject area collaboration and visiting classrooms and guided planning days to include support for all subgroups. Each month teachers are provided "collaboration extra" where teachers collaborate on a Saturdays or after school hours.</p> <p>1000-1999: Certificated Personnel Salaries Title I 6400</p> <p>Including but not limited to team planning, developing assessment, aligning curriculum, and guided planning, intervention boot camps. after school extended day learning, PD stipends</p> <p>1000-1999: Certificated Personnel Salaries Title I 2000</p>	<p>Monthly collaboration calendar that will drive collaborative meetings/. Calendar and arrange release days and or extra duty time for teachers for grade level teams and subject area collaboration and visiting classrooms and guided planning days to include support for all subgroups. Each month teachers are provided "collaboration extra" where teachers collaborate on a Saturdays or after school hour</p> <p>1000-1999: Certificated Personnel Salaries Title I 4950</p> <p>Including but not limited to team planning, developing assessment, aligning curriculum, and guided planning, intervention boot camps. after school extended day learning, PD stipends</p> <p>1000-1999: Certificated Personnel Salaries Title I 825</p>
<p>Two Math interventions during the school day using certificated staff for 8th, 6th grades, RSP, SWD. .</p>	<p>During the year, essential staff was on leave, therefore, unable to carry out Math intervention during the day. Only one paraprofessional was hired for the year.</p>	<p>Intervention-certificated Teacher/sub-teacher certificated - 7th grade Math intervention teachers, Reading intervention program - Intensive support program in</p>	<p>Intervention-certificated Teacher/sub-teacher certificated - 7th grade Math intervention teachers, Reading intervention program - Intensive support program in</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>target content. Strategic Math Support during school days to include targeted subgroups, EL / Newcomer, Special Education, and students performing at levels below proficiency on standards-based assessments. High interest reading books and resources to support Reading during the day.</p> <p>1000-1999: Certificated Personnel Salaries Title I 10000</p>	<p>target content. Strategic Math Support during school days to include targeted subgroups, EL / Newcomer, Special Education, and students performing at levels below proficiency on standards-based assessments. High interest reading books and resources to support Reading during the day.</p> <p>1000-1999: Certificated Personnel Salaries Title I 0</p>
<p>TARGETED STUDENT ACADEMIC INTERVENTIONS during the day AND SUPPORT EXTENDED DAY LEARNING OPPORTUNITIES:</p>	<p>Math intervention boot camps, and mission possible were implemented as intervention during the day and and boot camps.</p>	<p>Paraprofessional to support our Math intervention teacher and one for 6th grade cohort to support all students. . This will allow us to improve the adult to student ratio. Total of two paras at 7.0 hours 2000-2999: Classified Personnel Salaries Title I 61383</p> <p>3000-3999: Employee Benefits Title I 9087</p> <p>Math intervention during the day with a focus on SWD, AA, EL, using a boot-camp model base of unit assessment outcomes. Pre and post test will be embedded into program. Certificated teacher / sub teacher. Reading intervention will be offered to</p>	<p>Paraprofessional to support our Math intervention teacher and one for 6th grade cohort to support all students. . This will allow us to improve the adult to student ratio. Total of two paras at 7.0 hours 2000-2999: Classified Personnel Salaries Title I 30691</p> <p>Benefits 3000-3999: Employee Benefits Title I 3067</p> <p>Math intervention during the day with a focus on SWD, AA, EL, using a boot-camp model base of unit assessment outcomes. Pre and post test will be embedded into program. Certificated teacher / sub teacher. Reading intervention will be offered to</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Extended / intervention, Learning-Teacher, resources for interventions in Math.</p> <p>Intervention- to support EL, SWD, AA, , homeless, 2 or more ethnicities and at-promise students. This will consist of Math Intervention classes during the day including Math Bootcamp class during the day. There will also be extended day opportunities for targeted student groups, SWD, AA, EL, and at-promise students through "ahead of the game" tutoring, a targeted intervention using iReady, ReadingPlus, and support. We will establish a data analysis protocol to analyze software program outcomes and use them to monitor targeted students for program effectiveness and modifications as needed. ATSI plans to include ahead-of-game targeted intervention to support students below benchmark in Unit assessments. Admin and certificated staff members will coordinate managing data analysis for SWD (ATSI) to monitor the effectiveness and impact of the program. RCMS will have two full-time certificated teachers offering during-the-day intervention in Math 8th, and 6th</p> <p>Certificated district hourly rate, and stipend, to support CORE program</p>	<p>Ahead of the game tutoring after school was provided three days a week. This was open to all students across three grade levels.</p>	<p>students identified through data and teacher recommendation. 1000-1999: Certificated Personnel Salaries Title I 4000</p> <p>Extended day "ahead of the game" support for at-promise, SWD, EL, and AA, Foster youth, homeless and 2 or more ethnicities 1000-1999: Certificated Personnel Salaries Title I 5653</p>	<p>students identified through data and teacher recommendation. 1000-1999: Certificated Personnel Salaries Title I 2200</p> <p>Extended day "ahead of the game" support for at-promise, SWD, EL, and AA, Foster youth, homeless and 2 or more ethnicities 1000-1999: Certificated Personnel Salaries Title I 7920</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and interventions and support in ELA and Math.</p> <p>iReady, STAR, CAASPP data, and assessment tools will be used as a progress monitoring tool to determine the effectiveness of the program on post-assessments and unit outcomes. iReady will also be used as an intervention and progress monitoring tool as part of our ATSI plan.</p>			
<p>TARGETED EL STUDENT SUPPORT: 2 Additional Hours of classified support time for 120 days to provide supplemental student support. This may include, but not limited to, instructional intervention and STEAM Ed-camps.</p>	<p>The time allotted was utilized to support EL's on Wednesdays</p>	<p>Provide instructional supplemental support, library tech to support library research, and technical support, STEAM Edcamp activities. 2000-2999: Classified Personnel Salaries LCFF 1923</p> <p>3000-3999: Employee Benefits LCFF 600</p>	<p>Provide instructional supplemental support, library tech to support library research, and technical support, STEAM Edcamp activities. 2000-2999: Classified Personnel Salaries LCFF 1923</p> <p>3000-3999: Employee Benefits LCFF 600</p>
<p>SUPPLEMENTAL INSTRUCTIONAL MATERIALS and SUPPLIES</p> <p>Academic intervention instructional materials, supplies, and resources to include, but are not limited to, the following: technology, supplemental literacy support materials, supplemental, licenses, CORE standards support</p>	<p>Funding was utilized on book sets for ELA, E&R software, and academic school-wide software programs as supplement support.</p>	<p>Including but not limited to supplemental Instructional materials, STEAM initiatives, technology, E&R, supplies, licenses, resources to support targeted subgroups and ATSI plan. All technical items related to instruction. 4000-4999: Books And Supplies Title I 13242</p>	<p>Including but not limited to supplemental Instructional materials, STEAM initiatives, technology, E&R, supplies, licenses, resources to support targeted subgroups and ATSI plan. All technical items related to instruction. 4000-4999: Books And Supplies Title I 10472</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>materials, training materials, library learning hub support material, technology licenses, and supplies for life skills program, STEAM initiative, E&R, and school connected activities. Interventions for target students will take place throughout the first best instruction in the CORE / ENCORE, interventions during the day, and after school.</p> <p>Tier I, II, III supplemental support programs and materials, technology, and software to support CORE/ENCORE.</p>		<p>Administration and certificated staff professional agencies/ PD to support the CORE 5000-5999: Services And Other Operating Expenditures Title I 10000</p>	<p>Administration and certificated staff professional agencies/ PD to support the CORE 5000-5999: Services And Other Operating Expenditures Title I 10000</p>
<p>Professional Development - Focus areas to support work with identified consultants, Kagan, and PD to support academic achievement, productive partnering routines, collaborative and academic student conversations, and the integration of designated and integrated ELD standards. Guided planning and support for ATSI, afridicna American, EL, SWD, 2 or more ethnicities</p> <p>Teachers, administration, and counselors will attend PD to support the differentiation of instructional practices and instructional rigor. Specific conferences will be identified in the fall revision based on SBAC outcomes. Topics will include</p>	<p>Utilized funding for PD for a staff member to be a certified Kagan coach. Science lab materials and supplies such as piggies, and rocket building.</p>	<p>Areas of focus which include but not limited to STEAM initiatives and supporting under performing subgroups to include ATSI initiatives, African American, SWE, EL, 2 or more ethnicities. 4000-4999: Books And Supplies Title I 10000</p>	<p>Areas of focus which include but not limited to STEAM initiatives and supporting under performing subgroups to include ATSI initiatives, African American, SWE, EL, 2 or more ethnicities. 4000-4999: Books And Supplies Title I 8400</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Math, ELA, History, Science, Leadership, and Technology.</p> <p>Areas of focus which includes but not limited STEAM initiatives for under-performing subgroups, ATSI, and all student groups. Tier two interventions in ELA, Math using software support to include ReadingPlus, iReady</p>			
<p>Students will be provided opportunities to attend Saturday School/Ed Camp to make up lost days due to attendance and to intervention in CORE subjects, Ed Camps will provide students with STEAM exposure and opportunities.</p>	<p>Saturday Ed Camps to support academic support and attendance recovery which were hosted 3x a month. resources included Art kits, cooking, Science labs, EL CORE support</p> <p>Saturday EdCamp staff funding for 3 Ed Camps a month. Coordinating teacher and Ed camp team.</p>	<p>Saturday Ed Camp utilizing STEAM activities to support CORE programs in Science, Engineering, Math and Art. Program is designed for hands on experience; thus, funding will be used to purchase various supplies to support STEAM. Target group will include EL, SWD and AA students. Targeted students to include students in need of attendance recovery 4000-4999: Books And Supplies LCFF 14344</p> <p>Saturday Ed camp staff funding, certificated staff to supervises implement Saturday Edu Camp</p> <p>1000-1999: Certificated Personnel Salaries LCFF 5000</p> <p>In support of Saturday Ed Camps 3000-3999: Employee Benefits</p>	<p>Saturday Ed Camp utilizing STEAM activities to support CORE programs in Science, Engineering, Math and Art. Program is designed for hands on experience; thus, funding will be used to purchase various supplies to support STEAM. Target group will include EL, SWD and AA students. Targeted students to include students in need of attendance recovery 4000-4999: Books And Supplies LCFF 7800</p> <p>Saturday Ed camp staff funding, certificated staff to supervises implement Saturday Edu Camp</p> <p>1000-1999: Certificated Personnel Salaries LCFF 7400</p> <p>In support of Saturday Ed Camps 3000-3999: Employee Benefits</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 1200	LCFF 1400
<p>ENRICHMENT OPPORTUNITIES</p> <p>Enrichment opportunities, VAPA Supplies, materials, elective program support, recognition programs, and Support / supplemental materials for all ENCORE programs, including transportation.</p> <p>Supplies - Band, drama, technology, coding, E&R, Art, VAPA,</p> <p>Extended Learning Supplemental Instructional Supplies. Ahead of the game, Champions club, 6-8 Intervention/enrichment in ELA, Math, Science, ENCORE SEL, college and career-ready initiative.</p> <p>Enrichment will be provided to students in exploring of STEAM areas. To include but not limited to Coding, E&R, and Library Media Center. Support will include Teacher/ staff stipend and transportation.</p>	<p>Funding to support enrichment opportunities in electives to include Art, Band, coding, Engineering, and robotics,</p> <p>Salaries for teachers for Saturday events and time outside of the workday</p>	<p>including but not limited to support which includes but not limited to VAPA programs Band / Marching band and programs instruments, supplies, and transportation, technology, coding, E&R 4000-4999: Books And Supplies LCFF 15748.77</p> <p>1000-1999: Certificated Personnel Salaries LCFF 1000</p>	<p>including but not limited to support which includes but not limited to VAPA programs Band / Marching band and programs instruments, supplies, and transportation, technology, coding, E&R 4000-4999: Books And Supplies LCFF 9750</p> <p>1000-1999: Certificated Personnel Salaries LCFF 758</p>
<p>COLLEGE AND CAREER READY</p> <p>-</p> <p>Extended, exploration, and enrichment learning opportunities for students. Resources support for certificated staff. College visitations</p>	<p>Resources used for College visits industry job fairs and field trips to historically black college events</p> <p>Jump exploration: With changes in our Science department, we ended us using a permanent sub for their</p>	<p>Counseling department will host workshops on college, career academies and programs, school visits, extended opportunities for career exploration and college visits, wellness center</p>	<p>Counseling department will host workshops on college, career academies and programs, school visits, extended opportunities for career exploration and college visits, wellness center</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>College and career-ready awareness and foundational information for students and parents. Including college visits. Supplies materials for planned activities.</p> <p>Subs, transportation support materials as needed.</p>	<p>position; therefore, we were unable to utilize all funding.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 5000</p> <p>Extended opportunities for career exploration in STEAM, Provide JUMP (Junior Medical Upcoming Professionals) activities and field trips, stipends, resources</p> <p>4000-4999: Books And Supplies LCFF 10000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 3600</p> <p>Extended opportunities for career exploration in STEAM, Provide JUMP (Junior Medical Upcoming Professionals) activities and field trips, stipends, resources</p> <p>4000-4999: Books And Supplies LCFF 2000</p>
<p>EDUCATIONAL TECHNOLOGY</p> <p>Technology will be maintained, refreshed and purchased to be utilized by certificated staff and support staff to support student learning in the classroom.</p> <p>Purchase Instructional Technology software, licenses, and instructional supplies to support mainstream and targeted students through interventions. Support software will be purchased for students two grade levels below baseline and for newcomer support. Support for underperforming students through STEAM initiatives to include literacy support.</p> <p>1:1 Computer deployment support and resources including but not limited to technology hardware and</p>	<p>Utilized funding for technology purchases to support FLS program with new iPads for students to be utilized as incentive time to support behavior programs in the classroom setting.</p> <p>Funding utilized to support Graphics and design class, Robotics, and additional computers.</p> <p>school-wide purchase of Reaching Plus as an invention resource to support reaching across grades 6,7,8</p>	<p>Laptops / digital resources, licenses to support subject matter collaboration, technology supplies, printing supplies. 4000-4999: Books And Supplies LCFF 19344</p> <p>Instructional Technology and Supplies, technology, licenses, certificated staff and administration to attend technology conferences or other technology leadership conferences. Subs provided as needed. 5000-5999: Services And Other Operating Expenditures LCFF 5000</p> <p>Supplemental technology to support instruction and student</p>	<p>Laptops / digital resources, licenses to support subject matter collaboration, technology supplies, printing supplies. 4000-4999: Books And Supplies LCFF 11000</p> <p>Instructional Technology and Supplies, technology, licenses, certificated staff and administration to attend technology conferences or other technology leadership conferences. Subs provided as needed. 5000-5999: Services And Other Operating Expenditures LCFF 4300</p> <p>Supplemental technology to support instruction and student</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
software to support literacy and math intervention and support for EL's and underperforming subgroups, including ATSI support.	Computer 1:1 replacement computers: The librarian who manages computers has been out all year; as a result, we have purchased more replacement computers than on a normal cycle	<p>learning, STEAM, CORE subject areas 4000-4999: Books And Supplies Title I 19135</p> <p>Purchase differentiation software for CORE subject and software support as part of intervention support systems. To include but not limited to ReadingPlus, iReady, instruction support software Hardware to support literacy and math intervention and best first instruction practices.</p> <p>5000-5999: Services And Other Operating Expenditures Title I 35000</p>	<p>learning, STEAM, CORE subject areas 4000-4999: Books And Supplies Title I 22000</p> <p>Purchase differentiation software for CORE subject and software support as part of intervention support systems. To include but not limited to ReadingPlus, iReady, instruction support software Hardware to support literacy and math intervention and best first instruction practices.</p> <p>5000-5999: Services And Other Operating Expenditures Title I 43000</p>

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The analysis identified successful strategies that boosted both attendance and chronic absenteeism and a greater focus on engagement and access for all students. These included increased teacher collaboration leading to better lesson plans and more engaging classes. Targeted support like after-school tutoring and science camps to strengthen core subjects and scientific curiosity. Enrichment activities like "EL Wednesdays" and hands-on science projects expose students to new experiences and spark interest in STEM fields. College and career exploration opportunities to help students plan for their future. Funding is allocated for technology like laptops and iPads to enhance learning and support in functional life skills classes. Funding supported a certified Kagan coach, science supplies (piggies, rocket building), and Saturday Ed Camps (3x/month) with art, cooking, science, and EL support. Math intervention included boot camps and "Mission Possible." Additionally, after-school tutoring "Ahead of the Game" was offered three days a week across three grades, and grade-level teams collaborated outside of school to analyze assessments and adjust lessons for intervention.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to current staffing limitations, including a vacant resident substitute position and a math teacher on leave, we were unable to fully utilize the \$10,000 allocated for math intervention during the day. Only one paraprofessional was hired for the year. Only one paraprofessional was hired for the year; therefore, we only used half the allotted budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Tier 2 Intervention Support: Reading Plus will continue as a core program. We will be adding in-school ELA interventions during the school day in the form of Language Live. This will continue to support students in reading utilizing Language Live. We will be adding additional sections to the master schedule, allowing for more focused support. Emphasis on Identified Students we will place an additional emphasis on supporting all students, with a particular focus on those performing below grade level, including Students with Disabilities (SWD), African American (AA) students, and English Learners (EL). Targeted Support for Identified Students will include a focus on unit assessments and existing skill gaps for identified students. Enhanced Support for English Learners: In partnership with the district's English Learning program, EL students will have extended-day opportunities every Wednesday. This will include an hour of academic support and an hour of STEAM exploration. To further support our 6th graders, Reading intervention will be increased from 3 to 5 classes.

CSI Summer Institute for Teachers

As a CSI school, we are excited to host a summer institute for teachers to equip them with valuable tools. This institute will focus on: Kagan Strategies Training: Teachers will receive training on Kagan strategies, which are proven methods for promoting active learning and engagement in the classroom. School-Wide Implementation of Capturing Kids' Hearts: We will be implementing the Capturing Kids' Hearts framework school-wide to foster a positive classroom climate and culture. Consultant Support: We will have additional visits from a consultant to provide ongoing support for successful implementation. Our summer institute will take place prior to the start of the school which will provide processing time for teachers to determine how new strategies will be utilized.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2 – Parent Engagement

Raymond Cree Middle School is dedicated to increasing opportunities for community and family involvement through a partnership with the school in supporting achievement for all students. Creating opportunities for parents and families to become involved in their child's education enables families to develop the capacity to become knowledgeable about the function of the school while celebrating a diverse community effectively

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in community partner Input Processes	Parent Participation in Stakeholder Input Processes - 300 surveys	Parent Participation in Stakeholder Input Processes - 59 surveys. We also used a Jam board to collect input from parent community partners, ELAC and SSC input included
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA) EL	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 53% Hispanic (Hisp) - 55% African American (AA) - 48%	Family School Connectedness via Panorama Family Climate Survey Family Sense of Belonging 81% Family knowledge of fairness of discipline, rule,s and norms 73%
Climate of Support for Academic Learning via Panorama Family Climate Survey	Climate of Support for Academic Learning via Panorama Family Climate Survey Family - 91% Families feel welcome - 95% The school treats families with respect -100%	Family Climate of support for academic learning 78%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 500	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 450-500

Strategies/Activities for Goal 2

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PARENT PARTICIPATION and Connection Activities:</p> <p>Support for Parent Center, Parenting Workshops, home academic support, supplemental programs on SEL at home, technology training, supplies, materials, and support for parent participation utilizing family theme days. The parent workshops and training will include classes Including but not limited to: Parenting in the 21st Century, Cybersafety on the Internet, parent book club, Navigating school databases to include grade checks and attendance, and Gmail, parentvue as a tool to communicate with teachers.</p> <p>Parent training focused on literacy, technology, home academic support, capacity building, social/academic activities, SSC, and ELAC.</p> <p>Parent partnership activities, programs, and opportunities to increase parent opportunities for participation and engagement opportunities. Increase school/home communication with all subgroups of the school community. Snacks for parent training and parent/school connection evening programs.</p>	<p>Workshops and Resources: We offered a series of workshops focused on website navigation, ParentVue access, and transition meetings specifically designed for new RCMS families, including those transitioning from Dual Immersion programs and those with students moving on to high school.</p> <p>Enhanced Communication we implemented Parent Square as a communication platform, providing resources that facilitate discussions between parents, staff, and administration. We hosted several parent forums addressing critical topics such as drug and vaping dangers, incorporating valuable input from the Community Service Involvement (CSI) program. We leveraged existing communication channels, including the School Site Council (SSC) and English Learner Advisory Committee (ELAC), to reach a wider audience. These points highlight the initiatives taken, the benefits for parents, and the collaboration with other groups.</p>	<p>Family literacy night, STEAM Night, Science Night, Maker Space Night Provide parent training in school website use Provide parent training in the use of ParentVue Parent training to support students in the area of SEL. Provide parent training in 5th to 6th-grade transition meetings Purchase instructional materials to provide parent training</p> <p>4000-4999: Books And Supplies Title I Part A: Parent Involvement 3337</p> <p>Communication expenses, printing, handout, pamphlets, reading and reference materials 4000-4999: Books And Supplies Title I 500</p> <p>Purchase instructional and support materials to provide parent training and theme nights. Provide social and academic activities at Back to School Night., postage for parent reference guides 4000-4999: Books And Supplies LCFF 1300</p> <p>Parent participation plan will be created and implemented</p>	<p>Family literacy night, STEAM Night, Science Night, Maker Space Night Provide parent training in school website use Provide parent training in the use of ParentVue Parent training to support students in the area of dangers of drugs. Provide parent training in 5th to 6th-grade transition meetings Provide parent training on transition to 9th grade</p> <p>4000-4999: Books And Supplies Title I 1100</p> <p>Communication expenses, printing, handout, pamphlets, reading and reference materials 4000-4999: Books And Supplies Title I 345</p> <p>Purchase instructional and support materials to provide parent training and theme nights. Provide social and academic activities at Back to School Night., postage for parent reference guides 4000-4999: Books And Supplies LCFF 350</p> <p>Parent participation plan will be created and implemented</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Support for 5th-grade transition meetings for parents and students.		Administrator to attend Riverside County Parent Summit. Parental Involvement Cohort Meetings will be held at Raymond Cree. 5000-5999: Services And Other Operating Expenditures Title I 1000	Administrator to attend Riverside County Parent Summit. Parental Involvement Cohort Meetings will be held at Raymond Cree. 5000-5999: Services And Other Operating Expenditures Title I 425
Student Recognition Events and Ceremonies - Supplemental supplies and resources will be purchased to support student recognition as a tool to connect students, parents, communities to school through recognition, engagement activities and events. Support resources to include incentives, support items, supplies and materials.	We fostered a culture of celebration by hosting regular events that included parents. These events ranged from student recognition programs like Student of the Month, to showcasing student talents through band performances, to fostering school spirit through sporting events, and building community connections through BBQs."	parent / community 4000-4999: Books And Supplies LCFF 500	parent / community 4000-4999: Books And Supplies LCFF 625
Student support for English Learners. Duties include assisting in the identification of newcomers and EL students in need of support, coordinating extended day learning opportunities, and the coordination of parent center events. .37 FTE Bilingual office specialist-Salary/Fringes	Expanded role to include comprehensive parent support, including extended hours and coordination of events, with a focus on serving Spanish-speaking families.	Learners-Supplement district LCAP support for a .37 FTE bilingual Office Specialist to help EL's, Parent Center, supplemental services 2000-2999: Classified Personnel Salaries LCFF 15141 3000-3999: Employee Benefits LCFF 13415	Learners-Supplement district LCAP support for a .37 FTE bilingual Office Specialist to help EL's, Parent Center, supplemental services 2000-2999: Classified Personnel Salaries LCFF 15414 3000-3999: Employee Benefits LCFF 13415

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We have revitalized our parent connection program. This prioritizes building strong partnerships with families and fostering a sense of belonging within our school community. An overview of our efforts includes Engaging Workshops & events including hosting a series of parent workshops, themed evenings, and informational sessions tailored to specific needs, including a 5th to 6th grade transition meeting, a Dual Language Immersion (DLI) parent night, and an English Learner Advisory Committee (ELAC) and School Site Council (SSC) meeting. Open Forums & Advocacy, we recently held parent forums to address relevant concerns like the dangers of vaping and marijuana-infused candy, demonstrating our commitment to open communication and proactive engagement. Enhanced Support for Spanish-speaking families and recognizing the importance of inclusivity, we've extended the office hours of a dedicated specialist to provide better support for our Spanish-speaking parent community.

The positive impact of these efforts is undeniable. A recent survey revealed that 81% of parents feel a strong sense of belonging at our school. This sentiment underscores the effectiveness of our focus on building partnerships and delivering exceptional customer service. Panorama survey outcomes are favorable with the following responses.

Welcoming Environment: 91% of parents agreed they feel welcomed at the school.

* Respectful Interactions: 91% of parents reported feeling respected by staff members.

* Supportive Staff: 81% of families indicated that staff are helpful and responsive to their needs.

* Inclusive Culture: 83% of parents felt their child's background is valued.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We are committed to maximizing the impact of our resources. Fortunately, many of our workshops and school connection initiatives can be delivered effectively without relying on Title I funds. As a result, we only utilized 32% of the allocated funding.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to add practices to our current system of connecting parents, to include, parent forums on the danger of drugs, vapes and edibles. Working shop on teaching parents on to stay involved with their student. This next year will be creating parents center and host monthly capacity building, in addition to sending parents to CAFE. Regional Parent conference.



















Annual Review and Update







SPSA Year Reviewed: 2023-24

Goal 3 – Safe and Healthy Learning Environment

RCMS cultivates a nurturing and secure learning environment that prioritizes academic excellence and student well-being. We are committed to fostering each student's unique talents and potential through targeted programs like The Plus Program, which is designed by and for students. Our supportive atmosphere promotes respect for individual differences and the rights of others, creating a positive climate within the school and the broader community. To ensure student safety, we provide additional supervision during peak times throughout the day. Furthermore, RCMS offers a comprehensive Multi-Tiered System of Supports (MTSS) that includes expanded Social-Emotional Learning (SEL) programs through our dedicated Wellness Center.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																								
<p>Student Attendance Rate goal of 92% All Students (ALL)</p>	<p>Student Attendance Rates 22-23 All Students (ALL) - 89.8 > actual outcome to date</p> <p>Data from SchoolZilla</p>	<p>23-24 Year to date attendance is presently at at 91.7</p>																																																								
<p>Chronic Absenteeism Rates All Students (ALL) 35.2% English Learner (EL) 37.2% Hispanic (Hisp) 33.9% African American (AA) 45.3% Students with Disabilities (SWD) 53.6%</p>	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>yellow</td> <td>15.8</td> <td>declined -1</td> </tr> <tr> <td>EL</td> <td>yellow</td> <td>13.1</td> <td>declined -1</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>13.5</td> <td>declined -1</td> </tr> <tr> <td>AA</td> <td>orange</td> <td>22.7</td> <td>declined -2</td> </tr> <tr> <td>SED</td> <td>yellow</td> <td>15.7</td> <td>declined -2</td> </tr> <tr> <td>SWD</td> <td>orange</td> <td>23.9</td> <td>declined -2</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	yellow	15.8	declined -1	EL	yellow	13.1	declined -1	Hisp	Yellow	13.5	declined -1	AA	orange	22.7	declined -2	SED	yellow	15.7	declined -2	SWD	orange	23.9	declined -2	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Red</td> <td>32% Chronically Absent</td> <td>Increased 1.9</td> </tr> <tr> <td>EL</td> <td> Orange</td> <td>26.7% Chronically Absent</td> <td>Declined -1</td> </tr> <tr> <td>Hisp</td> <td> Red</td> <td>32.1% Chronically Absent</td> <td>Increased Significantly 3.1</td> </tr> <tr> <td>AA</td> <td> Red</td> <td>41.3% Chronically Absent</td> <td>Maintained - 0.3</td> </tr> <tr> <td>SED</td> <td> Red</td> <td>32.2% Chronically Absent</td> <td>Increased 2</td> </tr> <tr> <td>SWD</td> <td> Red</td> <td>48.2% Chronically Absent</td> <td>Increased 8</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Red	32% Chronically Absent	Increased 1.9	EL	 Orange	26.7% Chronically Absent	Declined -1	Hisp	 Red	32.1% Chronically Absent	Increased Significantly 3.1	AA	 Red	41.3% Chronically Absent	Maintained - 0.3	SED	 Red	32.2% Chronically Absent	Increased 2	SWD	 Red	48.2% Chronically Absent	Increased 8
St. Group	Color	DFS/Percentage	Change																																																							
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<p>Suspension Rates: All Students (ALL) 14.6%</p>	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> </tbody> </table>	St. Group	Color	DFS/Percentage	Change																																																
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Metric/Indicator	Expected Outcomes				Actual Outcomes			
English Learner (EL) 15.0% Hispanic (Hisp) 12.9% Students with Disabilities (SWD) 17.5%	All	yellow	9.9	declined -2	All	 Red	17.7% suspended at least one day	Increased Significantly 8.1
	EL	yellow	8.0	declined -3	EL	 Red	18% suspended at least one day	Increased Significantly 11
	Hisp	yellow	9.0	declined -2	Hisp	 Red	16.2% suspended at least one day	Increased Significantly 9.5
	AA	orange	26.9	declined -3	AA	 Orange	39.5% suspended at least one day	Declined -0.8
	SED	yellow	11.4	declined -2	SED	 Red	17.3% suspended at least one day	Increased Significantly 7.6
	SWD	Orange	13.4	declined -3	SWD	 Red	20.7% suspended at least one day	Increased 1.4
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - .0% African American (AA) - 0%				Expulsion rates All Students (ALL) - .3% English Learner (EL) - 0% Hispanic (Hisp) - .4% African American (AA) - 0%			
Panorama Survey – SEL Survey sense of belonging Self-management Self-awareness Grit Self-efficacy	Panorama SEL Sense of belonging - 60% Safety 60% Know and fairness of rules 70% Climate and support- 70%				Panorama SEL Sense of belonging - 48% Safety 51% Know and fairness of rules 65% Climate and support- 62%			
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met rating				Williams Facilities Inspection Results - Met rating			

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Connecting students to school through recognitions programs and	We fostered a strong sense of connection between students and	Connecting students to school through SEL initiatives,	Connecting students to school through SEL initiatives,

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>support programs in a safe environment with SEL, attendance and academics, which include but are not limited sports programs, clubs, VAPA performance groups, enrichment activities, EMPOWER, Matador Way, and E&R for Newcomers, school / district organizations.</p>	<p>our school by implementing a comprehensive approach that addressed academic, social-emotional, and safety needs. This included recognition programs, targeted support systems, and a welcoming environment that promoted attendance, social-emotional learning (SEL), and academic achievement.</p> <p>To further enhance student engagement, we offered a diverse range of extracurricular activities, including:</p> <p>Sports programs Clubs Visual and Performing Arts (VAPA) performance groups Enrichment activities Specific programs: (list the specific programs you mentioned, like EMPOWER, Matador Way, E&R for Newcomers, and school/district organizations)</p>	<p>attendance, and academic support which would include but not limited to recognition and support, school token economy system and costs related to student body support 4000-4999: Books And Supplies LCFF 4000</p>	<p>attendance, and academic support which would include but not limited to recognition and support, school token economy system and costs related to student body support 4000-4999: Books And Supplies LCFF 4235</p>
<p>Student recognition programs which take place every trimester for academics, attendance, Honor Roll, which are under the umbrella of SchoolPlus2 activities, parent communication, and supplies and materials. Sports stipends to support student connections to the school. Support will include the opening of our wellness center, along with the refinement of our MTSS system.</p>	<p>To foster a positive and supportive learning environment:</p> <p>We implemented a monthly student recognition program to celebrate achievements in behavior and attendance. We established athletic department stipends to strengthen student connections with the school through participation in sports programs. We officially opened a</p>	<p>Including but not limited to reward activities and supplies, materials for the super student program, attending all school activities, honor roll recognitions, CJSF, PLUS and Peer Counseling options, sports SEL and academic, college and career, and recognition program, Develop and communicate new criteria for participation in end-of-year activities Hold end of</p>	<p>Including but not limited to reward activities and supplies, materials for the super student program, attending all school activities, honor roll recognitions, CJSF, PLUS and Peer Counseling options, sports SEL and academic, college and career, and recognition program, Develop and communicate new criteria for participation in end-of-year activities Hold end-of-</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Safety initiatives, to provide global security measures for school stakeholders, and student communities. This will include Tier I practices such as lessons on empathy, the dangers of cyberbullying, and making smart choices,</p>	<p>dedicated wellness center to promote student well-being, while refining our Multi-Tiered System of Support (MTSS) to provide targeted academic and social-emotional interventions.</p> <p>To prioritize student safety and well-being: We launched a comprehensive safety initiative with a global focus, encompassing Tier I practices such as fostering empathy, educating students about the dangers of cyberbullying, and promoting responsible decision-making. Safety initiatives included providing students with IDs which is a requirement for all students.</p> <p>The generous stipend enabled us to expand our athletic offerings by hiring an additional coach. This has allowed us to connect more students to school through participation in a wider variety of sports teams.</p> <p>To maximize student engagement, we strategically utilized the stipend to invest in human capital. By hiring another coach, we were able to increase the number of sports teams available, fostering a more inclusive school environment.</p>	<p>semester awards assemblies and recognition system. This will include parent square, social media communications, and trimester principal communications to families / connecting students to school via ASB / recognition costs related ie...splitting software cost with ASB for software</p> <p>4000-4999: Books And Supplies LCFF 14056.23</p> <p>staff stipends to support student connections through sports 2000-2999: Classified Personnel Salaries LCFF 4000</p> <p>Safety initiatives to include but not limited to ID cards, lanyards, 5000-5999: Services And Other Operating Expenditures LCFF 1000</p>	<p>trimester awards assemblies and recognition system. This will include school blackboard, social media communications, and trimester principal communications to families / connecting students to school via ASB / recognition costs related ie...splitting software cost with ASB for software</p> <p>4000-4999: Books And Supplies LCFF 9453</p> <p>staff stipends to support student connections through sports 2000-2999: Classified Personnel Salaries LCFF 2200</p> <p>Safety initiatives to include but not limited to ID cards, lanyards, 5000-5999: Services And Other Operating Expenditures LCFF 700</p>
<p>Implement PLUS intervention program which focuses on peer</p>		<p>Refine MTSS Systems</p>	<p>Refine MTSS Systems</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>mediation and support and Student SEL and mindset curriculum. Certificated, classified extra duty support to connect students to school.</p> <p>Material, supplies, and program support will be purchased to assist in connecting targeted students to school.</p> <ul style="list-style-type: none"> • In support of our safe school initiative, we will be opening our wellness center where one component offered are group lessons on empathy, making smart choices, cyberbullying, dangers of drugs and alcohol 	<p>We are pleased to report on the implementation of the PLUS Program, a student-led initiative designed to foster a positive school environment. This program combines peer mediation and support with social-emotional learning (SEL) and a growth mindset curriculum. Additionally, certified staff provided extra duty support to help connect students with academic and school resources.</p> <p>Initial Implementation and Ongoing Support</p> <p>The program launch experienced a brief delay due to a staff vacancy. However, we are committed to its success and have secured funding for materials, supplies, and program support to ensure targeted students continue to receive the support they need to thrive in school.</p>	<p>Provide parent education and outreach programs, mentoring, Implement student-led school culture programs including PLUS and Peer Leadership, SEL</p> <p>4000-4999: Books And Supplies LCFF 3500</p> <p>Attendance recognition and support programs to student attendance and chronic absenteeism</p> <p>4000-4999: Books And Supplies LCFF 2300</p>	<p>Provide parent education and outreach programs, mentoring, Implement student-led school culture programs including PLUS and Peer Leadership, SEL</p> <p>3000-3999: Employee Benefits LCFF 1850</p> <p>Attendance recognition and support programs to student attendance and chronic absenteeism</p> <p>4000-4999: Books And Supplies LCFF 1200</p>

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our recent implementation efforts to improve student attendance and support have yielded positive results. We've successfully launched our new wellness center, which is integrated with our mental health services to provide social-emotional learning (SEL) support to our students. Additionally, the implementation of our monthly recognition program for attendance and behavior shows promise in its initial phase. However, we have also identified areas where we can strengthen our support for different student demographic groups regarding attendance and chronic absenteeism. Moving forward, we will be focusing on developing targeted strategies to address these specific needs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were moderate differences in the area of our Plus Program which struggled due to our teacher leaving on special assignment at the central office; therefore, we were unable to utilize all funding earmarked for this initiative.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are excited to announce the next phase of our student recognition and engagement initiative. This initiative builds upon our existing efforts to acknowledge attendance, positive behavior, and connecting to school. Key elements of this phase include student feedback. Additionally, we will conduct surveys to gather student input on activities that foster a sense of connection to our school community and existing programs. To enhance our recognition programs we will increase fundraising efforts to support further and expand our student recognition programs.

With the passage of Proposition 28, we are pleased to welcome a new Art teacher to our faculty. This addition will provide students with exciting new opportunities and pathways in the arts. We will increase targeted support for attendance and we will be establishing a Chronic Absenteeism team dedicated to conducting home visits for chronically absent students. In alignment with our commitment to Continuous School Improvement (CSI) and fostering a positive school climate, we will be providing all certified staff, paraprofessionals, and office staff with training in Capturing Kids Hearts. This research-based program promotes positive relationships between educators and students.

Goals, Strategies, & Proposed Expenditures

Goal 1

Establish school priorities that reflect a school wide academic focus and support systems to meet students the needs of all students at different performance levels.

Goal Statement

RCMS is committed to ensuring all students achieve grade-level proficiency in CORE academic subjects. This will be accomplished through the implementation of best instructional practices and targeted interventions.

LCAP Goal

All Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.

Identified Need

Student outcomes as outlined in the Ca Dashboard indicate a performance gap in both ELA and Math. ELA overall performance level in Orange with two subcategories in Red, and three subcategories in Orange. Dashboard results for Math overall are Orange with three subcategories in red.

ELA Dashboard overall in Orange is 36.2 below with a decline of 5.5. Subcategories SWD 36.5 pts below, decline 5.5. EL 79.7 pts below, declined 4. The following subcategories are in Orange, which includes our AA at 71.7 below, with an increase of 6.8, and Hispanics at 44.7 below with a decline of 5.1. Overall all identified subgroups' decline indicated a need for ongoing support. STAR outcomes in 22/23 Reading show a decline when compared to the 22/23 school year with a drop of 1.3. Subcategories show a similar trend to the Ca Dashboard with EL's 25.9 dropped in 23/24 compared to 22/23 which stood at 27.6.

Overall summary in ELA there is a significant performance gap in ELA, as evidenced by the Orange categorization on the CA Dashboard and a decline of 5.5 points. This indicates a need for focused interventions to improve overall student achievement. Specific student subgroups, including Students with Disabilities (SWD), English Learners (EL), African American (AA), and Hispanic students, are performing below grade level in ELA based on the Dashboard data. These subgroups require targeted support to address their unique needs. The decline in STAR Reading scores from the previous year (1.3 points) highlights the need for continued reading support across all student groups.

Math Ca Dashboard overall in Orange 82.3 below with a 3.6 decline. Subcategories ELs in Red 126.8 pts below, with a decline of 10.9. Homeless 139.8 below with a decline of 7.3. AA 142.1 below with a decline of 13.8. STAR outcomes in Math showed a growth of 5.8, overall 23/24 of 40.6 compared to a 22/23 score of 34.8

Overall math performance saw a gap in student outcomes with results that are below target (82.3, down 3.6 points). Our EL population performed significantly below target (126.8 points below, down 10.9 points). This is the biggest area of concern. Homeless students: Scoring below target (139.8 points below, down 7.3 points). African American (AA) students: Scoring below target (142.1 points below, down 13.8 points). Our STAR shows a positive trend here (growth of 5.8 points) with a score of 23/24 (40.6 compared to 34.8 previously).







Measuring and Reporting Results

Metric/Indicator

Baseline







Expected Outcome

California School Dashboard -
Academic Indicator for English
Language Arts
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged
(SED)
Students with Disabilities (SWD)




St. Group	Color	DFS/Percentage	Change
All	 Orange	36.2 points below standard	Decreased - 5.5 points
EL	 Red	79.7 points below standard	Decreased - 4 points
Hisp	 Orange	44.7 points below standard	Decreased - 5.1 points
AA	 Orange	71.7 points below standard	Increased +6.8 points
SED	 Orange	36.5 points below standard	Decreased - 4.7 points
SWD	 Red	131.5 points below standard	Maintained 0 points

St. Group	Color	DFS/Percentage	Change
All	yellow	30.7	increase +5.5
EL	Orange	75.9	increase +4
Hisp	yellow	39.6	increase 5.1
AA	yellow	33.7	Increase +5
SED	yellow	64.9	increase 6.8
SWD	Orange	131.5	increase +4

California School Dashboard -
Academic Indicator for
Mathematics
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged
(SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	 Orange	82.3 points below standard	Decreased - 3.6 points
EL	 Red	126.8 points below standard	Decreased - 10.9 points
Hisp	 Orange	89.4 points below standard	Decreased - 3.7 points
AA	 Red	142.1 points below standard	Decreased - 13.8 points
SED	 Orange	81.9 points below standard	Maintained - 2.9 points
SWD	 Orange	167.1 points below standard	Increased +3.5 points

St. Group	Color	DFS/Percentage	Change
All	Orange	82.3	Increase 0
EL	orange	123.8	Increase 3
Hisp	yellow	85.7	Increase +3.7
AA	Orange	139.1	Increase +3
SED	Orange	78.9	Increase +3
SWD	yellow	163.6	Increase +3.5

Metric/Indicator	Baseline	Expected Outcome																
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 -	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - 16.67% Met or Exceeded	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - Met or Exceeded 19.05%																
California School Dashboard - English Learner Progress Indicator (ELPI)	<table border="1"> <thead> <tr> <th></th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>English Learner Progress Indicator</td> <td> Red</td> <td>43.8%</td> <td>decrease - 15.1</td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	 Red	43.8%	decrease - 15.1	<table border="1"> <thead> <tr> <th></th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>English Learner Progress Indicator</td> <td>Orange</td> <td>40.8</td> <td>Increase +3</td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	Orange	40.8	Increase +3
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	 Red	43.8%	decrease - 15.1															
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	Orange	40.8	Increase +3															
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner redesignated Fluent English Proficient (RFEP) Reclassification Rate 6th > 18.6 7th > 17.1 8th > 24.8	English Learner redesignated Fluent English Proficient (RFEP) Reclassification Rate 6th > 21.6 7th > 20.1 8th > 27.8																
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 21.13	Star Math 8 grade proficiency rate: Spring 20-21 > 26.9% Star Math 8 grade proficiency rate: Fall 20-21 > 12.7%																
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%																

Planned Strategies/Activities

Strategy/Activity 1

As a CSI school teachers will be provided with opportunities for professional development (PD) focused on research-based strategies. These strategies aim to equip teachers with the tools to address identified needs in ELA and Math. Teachers will participate in a summer institute focused on Kagan Structures, which are research-based instructional strategies designed to increase student engagement and cater to diverse learning styles. Teachers and classified staff will

also be trained on Capturing Kids' Hearts (CKH), a framework for building positive classroom environments that promote student success. Dedicated time will be provided for teachers to collaborate and plan lessons using the newly acquired Kagan and CKH strategies, both during and outside the school day. Teachers will receive further support throughout the school year from Kagan and CKH consultants. These consultants will be available on-site to provide support and ensure the successful implementation of the strategies. These strategies will increase student engagement and allow access for students at all learning levels, enhance learning experiences for students with diverse learning needs, and foster a more positive and productive classroom environment. Resources, materials, and supplies will be provided to support the implementation of these strategies. The following methods will be used to monitor progress throughout the year, common assessments, STAR testing, and CAASPP (California Assessment of Student Performance and Progress) data. Data will be used to monitor student progress and the effectiveness of the implemented strategies.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administration, teachers, the secretary will process all the necessary paperwork for the additional time for teacher collaboration.

The administration will calendar all planned activities and coordinate with outside providers. A centralized PLC calendar will be established and be made readily available to all staff members.

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Monthly collaboration calendar that will drive collaborative meetings/. Calendar and arrange release days and or extra duty time for teachers for grade level teams and subject area collaboration and visiting classrooms and guided planning days to include support for all subgroups. Each month teachers are provided "collaboration extra" where teachers collaborate on a Saturdays or after school hours. To include
Amount	60000
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	(CSI) RCMS will host a Summer Institute (for the entire certificated team & para's) on training on strategies (Kagan), Capturing Kids Hearts, capacity building to increase staff ability to further support students with engagement, and

content access through an equity approach through our summer institute before the school year starts on the following PDs Provide a forum for shared best practices and peer support. This will be ongoing throughout the year. Funding will be utilized to pay staff for attending our summer institute since it will take place the week before school starts. Provide additional collaboration and planning time for the implementation of strategies as teams work together and powerup follow-up sessions (2)

Amount 60000

Source CSI Funding

Budget Reference 5000-5999: Services And Other Operating Expenditures

Description CSI funding will be utilized to pay presenters and consultants at our summer institute and two Recharge sessions by consultant during the school year

Amount 10012

Source CSI Funding

Budget Reference 2000-2999: Classified Personnel Salaries

Description Para professionals compensation for CKH and additional CKH Recharge sessions by consultant mid year, and spring session.

Amount 2000

Source Title I

Budget Reference 1000-1999: Certificated Personnel Salaries

Description Including but not limited to team planning, developing assessment, aligning curriculum, and guided planning, intervention boot camps. after school extended day learning, PD stipends

Amount 10000

Source CSI Funding

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Description RCOE team will be presenting "restorative practices" training, through summer institute to address school culture

Amount 10000

Source CSI Funding

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Kagan consultant to support with initial training and two recharge sessions during the school year to ensure fidelity

Strategy/Activity 2

Enhancing student achievement through strategic paraprofessional integration and equitable resource allocation. This approach outlines a framework for funding and deploying paraprofessionals within the classroom setting to optimize academic success for all students, with a particular emphasis on promoting equitable support for students. Progress monitoring to include common assessments and STAR outcomes.

Students to be Served by this Strategy/Activity All**Timeline**

7/1/2024-6/30/2025

Person(s) Responsible

Administration, school secretary

Proposed Expenditures for this Strategy/Activity**Amount**

60408

Source

Title I

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Paraprofessional to support for Non-ELA/Math classes to support all student groups

Amount

31728.14

Source

Title I

Budget Reference

3000-3999: Employee Benefits

Description

paraprofessional benefits

Source

None Specified

Budget Reference

None Specified

Strategy/Activity 3

TARGETED STUDENT ACADEMIC INTERVENTIONS

We will continue with the "Ahead of the Game" extended-day tutoring program to address identified learning needs and promote academic success. This program will provide targeted support to students in core content areas (English Language Arts, Mathematics, Science, and Social Studies) three days a week. Student selection will be data-driven, utilizing CAASPP scores, teacher recommendations, and progress monitoring data including common assessments, grade distribution analysis reports, and STAR results, and common assessment outcomes. Qualified teachers, one from each core area, will lead the program, ensuring focused and comprehensive support. This will include EdCamps to support EL students twice a month and every Wednesday.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administration, Office Specialist, secretary, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	CORE content Extended day "ahead of the game" support for CORE content areas, and EdCamps for ELD support twice a month and every Wednesday.
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 4

Targeted EL support will be provided by adding an allocation of two additional hours of classified support staff time will be granted for 120 days to bolster student learning outcomes by having additional staff in the classroom setting and after extended learning time on Wednesdays. Common assessments and STAR testing will be used as a progress monitoring tool.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administration, librarian, secretary

Proposed Expenditures for this Strategy/Activity

Amount	3900
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	This comprehensive support will encompass a variety of interventions, including direct instructional assistance and educational enrichment programs (Ed-camps) and boot camps.
Amount	900
Source	LCFF
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 5

To effectively support our functional life skills program, we require a diverse range of resources. This includes instructional materials, supplies, and specifically, iPads to facilitate the development of essential life skills for our students. In addition, to enhance Science learning and promote a hands-on approach, we require additional instructional resources and materials to support and expand our Science labs. Funding will also be allocated towards instructional software that empowers both teachers and students in their educational endeavors. To monitor program effectiveness, we will utilize common assessments in core content areas and analyze mark distribution reports.

Students to be Served by this Strategy/Activity All**Timeline**

7/1/2024-6/30/2025

Person(s) Responsible

Administration, secretary, counseling team, CORE teachers.

Proposed Expenditures for this Strategy/Activity

Amount	14000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Including but not limited to supplemental Instructional materials, STEAM initiatives, technology, E&R, supplies, licenses, resources to support all students.

Strategy/Activity 6

Our professional development program empowers educators and administrators working with diverse learners to enhance academic achievement and create a more inclusive learning environment. Emphasis will be on engagement strategies, and trainings that allow for greater access to CORE content for all students. Progress monitoring will be monitored through common assessments and STAR tests.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Team to include: AP, counselors, Prevention Specialist, and CORE Teachers, secretary

Proposed Expenditures for this Strategy/Activity

Amount	16367
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Administration and certificated staff professional agencies/ PD to support the CORE / ENCORE
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 7

Students will be provided opportunities to attend Saturday School/Ed Camp to make up lost days due to attendance and to intervene in CORE content areas. EdCamps will provide students with STEAM exposure and opportunities. Our Saturdays EdCamps are designed to also support and address the attendance and chronic absence goals. Weekly attendance and chronic absenteeism reports will be used at the progress monitoring vehicles along with STAR testing.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/25

Person(s) Responsible

Administration, support staff, certificated staff.

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Saturday Ed Camp utilizing STEAM activities to support CORE programs. Resources are intended to increase hands on experiences for students.
Amount	5000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Saturday Ed camp staff funding, certificated staff to supervises implement Saturday Edu Camp
Amount	1200
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	In support of Saturday Ed Camps

Strategy/Activity 8

Enrichment opportunities will be provided through first-best instruction to connect students to the school through opportunities outside of the CORE subject areas, enriching their overall educational experience through sports, the Arts, and VAPA activities. These experiences will be facilitated by teachers and administration during and outside the normal day. We will use the Panorama survey as our progress monitoring for students connecting to school.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/24-6/30/25

Person(s) Responsible

Administration, teachers, librarian, secretary, office specialist.

Proposed Expenditures for this Strategy/Activity

Amount	11678.6
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for enrichment opportunities outside CORE content areas in order to increase students connection to school.
Amount	1000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 9

Extended, exploration, and enrichment learning opportunities for students with College and Career opportunities. Resources will be utilized by certificated staff to build College and Career-Ready awareness and foundational information for pathways. Experiences will include career and college visits. Supplies materials for planned activities to include research, campus visits, weekend college games, and other experiences. Subs, transportation support materials as needed. The panorama survey will be used to profess monitor.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/24-6/30/25

Person(s) Responsible

Counselors, Teachers
Secretary, administration, office specialist.

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Counseling department will host workshops on college, career academies and programs, school visits, extended opportunities for career exploration and college visits, wellness center with activities taking place outside of the school day and weekends.
Amount	5000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies materials for planned activities to include research, campus visit, weekend college games and other experiences. Subs, transportation support materials as needed.

Strategy/Activity 10

Technology will be maintained, refreshed, and purchased technology to be utilized by certificated staff and students learning in the classroom through our 1:1 computer deployment support and resources including but not limited to technology hardware and software to support learning. Common assessments, teacher feedback, and student surveys will be used to progress monitor.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administration, teachers, Secretary, librarian, office specialist.

Proposed Expenditures for this Strategy/Activity

Amount	12000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Laptops / digital resources, licenses to support subject matter collaboration, technology resources
Amount	5000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Instructional Technology and Supplies, technology licenses
Amount	20347.86
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental technology to support instruction and student learning utilizing Robotics, Esports team, and drones. To include support for students in all groups, technology to support ELD students with translation devices (ipads) and headphones.
Amount	35000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Purchase differentiation software for CORE subject and software support as part of intervention support systems. To include but not limited to ReadingPlus, iReady, and instruction support software, replacement computers for loaner program.

Goals, Strategies, & Proposed Expenditures

Goal 2

To cultivate a collaborative environment where parents, educators, and the community work together to enhance student success by offering capacity-building workshops.

Goal Statement

Raymond Cree Middle School is dedicated to increasing opportunities for community and family involvement through a partnership with the school in supporting achievement for all students. Creating opportunities for parents and families to become involved in their child's education enables families to develop the capacity to become knowledgeable about the function of the school while celebrating a diverse community effectively.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

Identified Need

In analyzing recent Panorama survey revealed a significant drop (7 points) in parents sense of belonging between fall and winter. Low survey participation (only 59 families) suggests limited engagement from the parent community.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in community partner Input Processes - 59 surveys	Parent Participation in Stakeholder Input Processes - 100 surveys
Family School Connectedness via Panorama Family Climate Survey Climate of support: Sense of belonging Knowledge of fairness Safety	Family School Connectedness via Panorama Family Climate Survey LCAP - 82% Climate of support: 82% Sense of belonging - 81% Knowledge of fairness - 76% Safety - 73%	Family School Connectedness via Panorama Family Climate Survey Climate of support: 86% Sense of belonging - 85% Knowledge of fairness - 80% Safety - 80%
Climate of Support for Academic Learning via Panorama Family The school treats me with respect	Climate of Support for Academic Learning via Panorama Family Climate Survey Family	Climate of Support for Academic Learning via Panorama Family Climate Survey Family

Metric/Indicator	Baseline	Expected Outcome
School takes concerns seriously	The school treats me with respect 91% The school takes concerns seriously 81%	The school treats me with respect - 94% The school takes concerns seriously - 84%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 450	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 475

Planned Strategies/Activities

Strategy/Activity 1

Our school is dedicated to cultivating robust family engagement through a multi-faceted approach. This includes diverse engagement opportunities through a variety of avenues for families to connect with the school, including governance bodies like the SSC and ELAC. Building parent capacity through Tailored interactive sessions equips parents with the technological skills needed to support student learning platforms. We will foster connections using themed events (Science Night, Maker Space Night, etc.) and recognition programs to promote family participation and celebrate student achievements, building a vibrant school community. We will develop parent leadership by sponsoring a cohort to attend the CAFE Delegation, fostering leadership skills within the parent population. Panorama surveys will be utilized to monitor progress and tailor future initiatives.

Students to be Served by this Strategy/Activity

X Specific Student Groups:
Parent and community partners

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Counselors, Office specialist, Administration, secretary. Bi-lingual specialist will work as a team to facilitate all involvement options for parents.

Proposed Expenditures for this Strategy/Activity

Amount

3767

Source

Title I Part A: Parent Involvement

Budget Reference

4000-4999: Books And Supplies

Description	Family Engagement Events to connect to school and help build capacity through the series of workshops to support their students at their home environment.
Source	None Specified
Budget Reference	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

Student Recognition Events and Ceremonies - Supplemental supplies, materials and resources will be purchased to support student recognition events as a vehicle to connect parents, and communities partners to school. Panorama surveys will be used to progress monitor.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administration, Counselors and teachers will coordinate materials needed and plan student recognition and support programs.

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	parent / community supplies, materials and resources to support recognition programs and events to connect families to school

Strategy/Activity 3

Student support for English Learners by increasing hours for our bilingual office specialist. Actions to include assisting in the identification of newcomers and EL students in need of support, coordinating extended day learning opportunities, and coordination of parent center events.

.37 FTE Bilingual office specialist-Salary/Fringes

Students to be Served by this Strategy/Activity

English Learner

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Bi-lingual office specialist, AP, counselors, prevention specialist, EL instructional support. ELAC, Parent Center.

Proposed Expenditures for this Strategy/Activity

Amount	16141
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Learners-Supplement district LCAP support for a .37 FTE bilingual Office Specialist to help EL's, Parent Center, supplemental services
Amount	13903
Source	LCFF
Budget Reference	3000-3999: Employee Benefits

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment, that support supportive school climate where students connects to staff, content that is engaging and and teachers that have the tools, strategies to establish high expectation for behavior with the classroom setting.

Goal Statement

At RCMS, students will be taught in a safe and drug-free learning environment. RCMS is devoted to academic excellence and the cultivation of individual strengths and talents in a supportive environment, where school and community behavior are guided by respect for individual differences and rights of others.

LCAP Goal

Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.

Identified Need

The RCMS suspension rate on the California dashboard is in red, 17.7 with an increase of 8.1 over the previous year. Subgroups in red include SED, SWD, EL, homeless

Our Chronic absenteeism rate is also in red at 32%, which is an increase of 1.8 from the previous year. Subgroups in red include SED, SWD,

The Panorama 22-23 student climate survey “safety” is at 51% which is a decrease of 4% from the previous year. PSUSD student climate survey “safety” is at 65%

The Panorama student climate survey “sense of belonging” is at 48% which is a decrease of 2%. PSUD student climate survey “sense of belonging” average is at 50%

The Panorama Student Equity and Inclusion survey's “sense of belonging” is at 41% which is a decrease of 2%. PSUSD equity and inclusion survey is at 40%

Attendance rate for the 22-23 year ended at 89.8%, 21-22 rate was at 88.1%

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 92%	Student Attendance Rates All Students (ALL) - 89.8 > actual outcome to date

Metric/Indicator

Baseline

Expected Outcome

Chronic Absenteeism Rates
 All Students (ALL) 35.2%
 English Learner (EL) 37.2%
 Hispanic (Hisp) 33.9%
 African American (AA) 45.3%
 Students with Disabilities (SWD) 53.6%

St. Group	Color	DFS/Percentage	Change
All	Red	32% Chronically Absent	Increased 1.9
EL	Orange	26.7% Chronically Absent	Declined -1
Hisp	Red	32.1% Chronically Absent	Increased Significantly 3.1
AA	Red	41.3% Chronically Absent	Maintained - 0.3
SED	Red	32.2% Chronically Absent	Increased 2
SWD	Red	48.2% Chronically Absent	Increased 8

Data from SchoolZilla

St. Group	Color	DFS/Percentage	Change
All	Orange	29%	-3
EL	Orange	23.7	-3
Hisp	Orange	29.1	-3
AA	yellow	31.3	-10
SED	yellow	29.2	-3
SWD	yellow	39.2	-9

Suspension Rates:
 All Students (ALL) 14.6%
 English Learner (EL) 15.0%
 Hispanic (Hisp) 12.9%
 Students with Disabilities (SWD) 17.5%

St. Group	Color	DFS/Percentage	Change
All	Red	17.7% suspended at least one day	Increased Significantly 8.1
EL	Red	18% suspended at least one day	Increased Significantly 11
Hisp	Red	16.2% suspended at least one day	Increased Significantly 9.5
AA	Orange	39.5% suspended at least one day	Declined - 0.8
SED	Red	17.3% suspended at least one day	Increased Significantly 7.6
SWD	Red	20.7% suspended at least one day	Increased 1.4

St. Group	Color	DFS/Percentage	Change
All	yellow	6.7	-11
EL	yellow	7.0	-11
Hisp	yellow	6.2	-10.
AA	yellow	9.5	-30
SED	yellow	13.8	-3.5
SWD	yellow	7.8	-7.8

Expulsion Rates
 All Students (ALL)
 English Learner (EL)

Expulsion Rates
 All Students (ALL) - .1%
 English Learner (EL) - 0%

Expulsion Rates
 All Students (ALL) - 0%
 English Learner (EL) - 0%

Metric/Indicator	Baseline	Expected Outcome
Hispanic (Hisp) African American (AA)	Hispanic (Hisp) - 0% African American (AA) - 0%	Hispanic (Hisp) - .3% African American (AA) - 0%
Panorama Survey – SEL Survey sense of belonging Self-management Self-awareness Grit Self-efficacy	Panorama Survey – Sense of belonging - 50% Safety 55% Know and fairness of rules 66% Climate and support- 65%	Panorama SEL Sense of belonging - 60% Safety 60% Know and fairness of rules 70% Climate and support- 70%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met	Williams Facilities Inspection Results - Met rating

Planned Strategies/Activities

Strategy/Activity 1

Connecting students to school through Tier 1 recognition events to include monthly student recognition for behavior which includes no suspensions, or OTL each month. Students will also be recognized for the monthly attendance rate for students attending school 94% of the time each month. Additional opportunities will include awards assemblies for attendance, GPA criteria of 2.0 or better, and no suspensions for the semesters. We will continue with our school-wide token economy system that recognizes students daily in class. Progress monitoring will be done using monthly attendance rates, suspension reports, and Synergy for no OTL. Panorama surveys will be used as our progress monitoring tool.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administration, school secretary, counseling team and prevention specialist

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Connecting students to school through our token economy system where students receive “super students” for attendance, behavior in classroom and being caught “doing the right thing.” Awards will include preferred activities, school supplies, and theme days, and school wide celebrations
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

RCMS is committed to fostering a welcoming and inclusive environment where students feel a strong sense of belonging. We will achieve this through a variety of engaging activities throughout the school day, after-school programs, and our clubs. Expanded Athletic Opportunities will be provided to ensure more students can participate in athletics, we are expanding our sports coaching staff. This will provide greater access to team sports and promote teamwork, sportsmanship, and physical activity. RCMS is dedicated to providing a safe and secure learning environment for all students. Our student ID program, with its easy replacement options, is one way we achieve this. We also proactively monitor potential through panorama surveys.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administration, counseling team, staff, prevention specialist

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description	Supplies and materials for daily lunch time activities to include daily sports, weekly art supplies, themes weeks throughout the year.
Amount	3000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	staff stipends to support student connections through sports by increasing the number of coaches available in order to accommodate an increase in students participation
Amount	1000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Safety initiatives through ID and replace ID program

Strategy/Activity 3

To create a strong sense of belonging for all students, RCMS will implement a two-pronged approach. First, Peer Leaders Uniting Students (PLUS) program will be utilized to train student leaders to foster a welcoming and inclusive environment for all students. PLUS leaders will provide social-emotional support and help their peers feel seen, valued, and connected. The fund this strategy we will buy the prep of our Plus Adviser to teach the class. Secondly, we recognize that attending school regularly is crucial for students to feel connected to the school community; therefore, we will create a chronic absenteeism support system. This program will provide targeted support to at-risk students and families facing barriers to attendance. Through home visits and other services, we aim to help chronically absent students feel more connected to RCMS. This is also a component of our CSI plan. Attendance reports, chronic absenteeism reports, and panorama surveys will be used as our progress monitoring tools.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Counselors, secretary, office specialist, administration will coordinate the development and support for the programs
 Administration and counseling staff will coordinate the mental health referral process through student services.

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Implement student-led school culture programs including PLUS and Peer Leadership supplies and text to support in class lessons and activities. extra duty

Amount	21846.6
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Plus program, teacher prep buyout as Plus Adviser

Amount	5465.8
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits of prep buy out of PLUS adviser

Amount	3000
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Chronic absenteeism team for early identification, home visits after school hours for certificated team members

Amount	2000
Source	CSI Funding
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Chronic absenteeism team for early identification, home visits after school hours for classified team members

Centralized Services for Planned Improvements in Student Performance

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	LCFF
Technology Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Support students and staff with the integration of technology into instruction	6,083	Title II
College and Career Readiness Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Provide onsite professional development and coaching support for counselors, teachers, support staff, and/or administrators to increase A-G rates, college and career readiness, and social emotional learning for students in grades 6-12.	6,247	Title I
Secondary Mathematics Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	LCFF
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in history/social science for grades 6-12	14,931	Title IV

School Goal #1: Increase Academic Achievement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2024 - June 30, 2025	Consultants and substitutes to support the development of PLCs for teacher teams in mathematics and English language arts in grades 6-12	30,624	Title I
Middle School Reading Intervention Program	July 1, 2024 - June 30, 2025	Provide a dedicated Reading Intervention Teacher and intervention instructional materials to support student skill development in reading across grades 6-8 funded via the Learning Recovery Emergency Block Grant	164,452	None Specified

School Goal #2: Increase Parent and Community Partnerships

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2024 - June 30, 2025	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,851	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials.	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	Training and accompanying books and materials.	2,962	Title IV

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

Note: Centralized services may include the following direct services:

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$195,618
Total Federal Funds Provided to the School from the LEA for CSI	\$155,012
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$475,165.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	191,851	0.00
Title I Part A: Parent Involvement	3,767	0.00
LCFF	124,535	0.00
CSI Funding	155,012	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
CSI Funding	\$155,012.00
Title I	\$191,851.00
Title I Part A: Parent Involvement	\$3,767.00

Subtotal of additional federal funds included for this school: \$350,630.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$124,535.00

Subtotal of state or local funds included for this school: \$124,535.00

Total of federal, state, and/or local funds for this school: \$475,165.00

Expenditures by Funding Source

Funding Source	Amount
CSI Funding	155,012.00
LCFF	124,535.00
Title I	191,851.00
Title I Part A: Parent Involvement	3,767.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	109,846.60
2000-2999: Classified Personnel Salaries	95,461.00
3000-3999: Employee Benefits	53,196.94
4000-4999: Books And Supplies	79,293.46
5000-5999: Services And Other Operating Expenditures	127,367.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI Funding	63,000.00
2000-2999: Classified Personnel Salaries	CSI Funding	12,012.00
5000-5999: Services And Other Operating Expenditures	CSI Funding	70,000.00
5800: Professional/Consulting Services And Operating Expenditures	CSI Funding	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF	32,846.60
2000-2999: Classified Personnel Salaries	LCFF	23,041.00
3000-3999: Employee Benefits	LCFF	21,468.80
4000-4999: Books And Supplies	LCFF	41,178.60
5000-5999: Services And Other Operating Expenditures	LCFF	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	14,000.00
2000-2999: Classified Personnel Salaries	Title I	60,408.00
3000-3999: Employee Benefits	Title I	31,728.14
4000-4999: Books And Supplies	Title I	34,347.86
5000-5999: Services And Other Operating Expenditures	Title I	51,367.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,767.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Josefina Perrez				X	
Jazmin Sanchez				X	
Diana Brice				X	
Alisha Brice					X
Sophia Gardiner					X
Grace Goerzen					X
Emma Hernandez		X			
Cece Lane		X			
Carroll Gafney		X			
Bernie Marez	X				
Mariano Lagazo			X		
Numbers of members of each category:	1	3	1	3	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 21, 2024.

Attested:



Principal, Bernie Marez on October 21, 2024



SSC Chairperson, Carol Gafney on October 21, 2024

Title I and LCFF Funded Program Evaluation

Goal #1:
RCMS is committed to ensuring all students achieve grade-level proficiency in CORE academic subjects. This will be accomplished through the implementation of best instructional practices and targeted interventions.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
<p>As a CSI school teachers will be provided with opportunities for professional development (PD) focused on research-based strategies. These strategies aim to equip teachers with the tools to address identified needs in ELA and Math. Teachers will participate in a summer institute focused on Kagan Structures, which are research-based instructional strategies designed to increase student engagement and cater to diverse learning styles. Teachers and classified staff will also be trained on Capturing Kids' Hearts (CKH), a framework for building positive classroom environments that promote student success. Dedicated time will be provided for teachers to collaborate and plan lessons using the newly acquired Kagan and CKH strategies, both during and outside the school day. Teachers will receive further support throughout the school year from Kagan and CKH consultants. These consultants will be available on-site to provide support and ensure the successful implementation of the strategies. These strategies will increase student engagement and allow access for students at all learning levels, enhance learning experiences for students with diverse learning needs, and foster a more positive and productive classroom environment. Resources, materials, and supplies will be provided to support the implementation of these strategies. The following methods will be used to monitor progress throughout the year, common assessments, STAR</p>	<p>Teaching staff will be allotted collaboration time with grade-level content area teams to create common lessons, review data, modify instructional practices, and coach and align the curriculum. Support for teachers will include but is not limited to the following actions, pullout days for guided planning, aligning curriculum, and visiting classrooms. These actions allowed staff to increase collaboration and lesson planning time together as part of our PLC process.</p> <p>Intervention during the instructional day interventions in Math and Reading to include post-assessment on the identified standards. RSP and SDC-certificated staff will be allotted collaboration pullout days for differentiated planning.</p>	<p>22-23 We were unable to fully implement this goal because we were not able to hire a Math intervention teacher; therefore we were able to offer Math intervention during the day for RSP, SDC, and students below the line based on unit assessments standards mastery.</p>	<p>We have successfully hired a Math Intervention teacher for the 23-24 school year; therefore, we will be able to offer Math intervention during the day.</p>

<p>testing, and CAASPP (California Assessment of Student Performance and Progress) data. Data will be used to monitor student progress and the effectiveness of the implemented strategies.</p>			
<p>Enhancing student achievement through strategic paraprofessional integration and equitable resource allocation. This approach outlines a framework for funding and deploying paraprofessionals within the classroom setting to optimize academic success for all students, with a particular emphasis on promoting equitable support for students. Progress monitoring to include common assessments and STAR outcomes.</p>	<p>We were unable to roll this out because we were unable to secure a Math intervention teacher.</p>	<p>We were unable to roll this out because we were unable to secure a Math intervention teacher.</p>	<p>With a hired staff of Math Intervention we will be implementing the original goal. Two Math interventions during the school day using certificated staff for 8th, 6th grades, RSP, SWD, to support our ATSI plan. .</p>
<p>TARGETED STUDENT ACADEMIC INTERVENTIONS We will continue with the "Ahead of the Game" extended-day tutoring program to address identified learning needs and promote academic success. This program will provide targeted support to students in core content areas (English Language Arts, Mathematics, Science, and Social Studies) three days a week. Student selection will be data-driven, utilizing CAASPP scores, teacher recommendations, and progress monitoring data including common assessments, grade distribution analysis reports, and STAR results, and common assessment outcomes. Qualified teachers, one from each core area, will lead the program, ensuring focused and comprehensive support. This will include EdCamps to support EL students twice a month and every Wednesday.</p>			
<p>Targeted EL support will be provided by adding an allocation of two additional hours of classified support staff time will be granted for 120 days to bolster student learning outcomes by having additional staff in the classroom setting and after extended learning time on Wednesdays. Common assessments and STAR testing will be used as a progress monitoring tool.</p>	<p>This part of the plan we were able to implement provided opportunities to support our at-promise population. There will also be extended day opportunities for targeted student groups, SWD, AA, EL, and at-promise students through "ahead of the game" tutoring which is a targeted intervention using iReady, ReadingPlus, and support. We will establish a data analysis protocol to</p>	<p>Due to limited staff we were unable to implement Math intervention during the day except for 6th grade.</p>	<p>We have hired both a new math teacher and intervention teacher</p>

	<p>analyze software program outcomes and use them to progress monitor targeted students for program effectiveness and modifications as needed.</p> <p>Collaboartion of Certificated staff was effective in that teachers were able to collaborate and plan common lessons. district hourly rate, and stipend, to support CORE program and interventions and support in ELA and Math.</p> <p>Ready, STAR, CAASPP data, and assessment tools will be used as a progress monitoring tool to determine the effectiveness of the program on post-assessments and unit outcomes.iReady will also be used as an intervention and progress monitoring tool as part of our ATSI plan.</p>		
<p>To effectively support our functional life skills program, we require a diverse range of resources. This includes instructional materials, supplies, and specifically, iPads to facilitate the development of essential life skills for our students. In addition, to enhance Science learning and promote a hands-on approach, we require additional instructional resources and materials to support and expand our Science labs. Funding will also be allocated towards instructional software that empowers both teachers and students in their educational endeavors. To monitor program effectiveness, we will utilize common assessments in core content areas and analyze mark distribution reports.</p>			
<p>Our professional development program empowers educators and administrators working with diverse learners to enhance academic achievement and create a more inclusive learning environment. Emphasis will be on engagement</p>	<p>WE were not able to implement this goal because the staff member that is was intended for separated from the district.</p>	<p>This was not utilized because the staff member for the identified hours left the school and we were unable to hire a replacement until May of 2023.</p>	<p>2 Additional Hours of classified support time for 120 days to provide supplemental student support. This may include, but not limited to, instructional</p>

<p>strategies, and trainings that allow for greater access to CORE content for all students. Progress monitoring will be monitored through common assessments and STAR tests.</p>			<p>intervention and STEAM Ed-camps.</p>
<p>Students will be provided opportunities to attend Saturday School/Ed Camp to make up lost days due to attendance and to intervene in CORE content areas. EdCamps will provide students with STEAM exposure and opportunities. Our Saturdays EdCamps are designed to also support and address the attendance and chronic absence goals. Weekly attendance and chronic absenteeism reports will be used at the progress monitoring vehicles along with STAR testing.</p>	<p>Academic intervention instructional materials, supplies, and resources to include, but are not limited to, the following: technology, supplemental literacy support materials, supplemental, licenses, CORE standards support materials, training materials, library learning hub support material, technology licenses, and supplies for life skills program, STEAM initiative, E&R, and school connected activities. Interventions for target students will take place throughout the first best instruction in the CORE / ENCORE, interventions during the day, and after school.</p> <p>Tier I, II, III supplemental support programs and materials, technology, and software to support CORE/ENCORE.</p>	<p>This practice is effective in that we focused our efforts on Academic intervention instructional materials, supplies, and resources to include, but are not limited to, the following: technology, supplemental literacy support materials, supplemental, licenses, CORE standards support materials, training materials, library learning hub support material, technology licenses, and supplies for life skills program, STEAM initiative, E&R, and school connected activities. Interventions for target students will take place throughout the first best instruction in the CORE / ENCORE, interventions during the day, and after school.</p>	<p>Plan will stay intact</p>
<p>Enrichment opportunities will be provided through first-best instruction to connect students to the school through opportunities outside of the CORE subject areas, enriching their overall educational experience through sports, the Arts, and VAPA activities. These experiences will be facilitated by teachers and administration during and outside the normal day. We will use the Panorama survey as our progress monitoring for students connecting to school.</p>	<p>This initiative was fully implement and part of our success. Partially as it related to instruction</p> <p>Professional Development - Focus areas to support work with identified consultants, Kagan, and PD to support academic achievement, productive partnering routines, collaborative and academic student conversations, and the integration of designated and integrated ELD standards. Guided planning and support for ATSI.</p> <p>Teachers, administration, and counselors will attend PD to support the differentiation of instructional practices and instructional rigor. Specific</p>	<p>This practices was a successful part of our instructional program.</p>	<p>Maintain baseline actions</p>

	<p>conferences will be identified in the fall revision based on SBAC outcomes. Topics will include Math, ELA, History, Science, Leadership, and Technology.</p> <p>Areas of focus which includes but not limited STEAM initiatives for under-performing subgroups, ATSI, and all student groups. Tier two interventions in ELA, Math using software support to include ReadingPlus, iReady</p>		
<p>Extended, exploration, and enrichment learning opportunities for students with College and Career opportunities. Resources will be utilized by certificated staff to build College and Career-Ready awareness and foundational information for pathways. Experiences will include career and college visits. Supplies materials for planned activities to include research, campus visits, weekend college games, and other experiences. Subs, transportation support materials as needed. The panorama survey will be used to profess monitor.</p>	<p>RCMS was able host one Saturday School per month.</p> <p>Students will be provided opportunities to attend Saturday School/Ed Camp to make up lost days due to attendance and to intervention in CORE subjects, Ed Camps will provide students with STEAM exposure and opportunities.</p>	<p>Problem worked as intended.</p>	<p>We will be doubling the number of opportunities students will have for support.</p>
<p>Technology will be maintained, refreshed, and purchased technology to be utilized by certificated staff and students learning in the classroom through our 1:1 computer deployment support and resources including but not limited to technology hardware and software to support learning. Common assessments, teacher feedback, and student surveys will be used to progress monitor.</p>	<p>Enrichment opportunities, VAPA Supplies, materials, elective program support, recognition programs, and Support / supplemental materials for all ENCORE programs, including transportation.</p> <p>Supplies - Band, drama, technology, coding, E&R, Art, VAPA,</p> <p>Extended Learning Supplemental Instructional Supplies. Ahead of the game, Champions club, 6-8 Intervention/enrichment in ELA, Math, Science, ENCORE SEL, college, and career-ready initiative.</p>	<p>Initiative worked a planned</p>	<p>We will be maintain same practices.</p>

	<p>Enrichment will be provided to students in exploring STEAM areas. To include but not limited to Coding, E&R, and Library Media Center. Support will include a Teacher/ staff stipend and transportation.</p>		
	<p>Goal was implemented with success</p> <p>Extended, exploration, and enrichment learning opportunities for students. Resources support for certificated staff. College visitations</p> <p>College and career-ready awareness and foundational information for students and parents. Including college visits. Supplies materials for planned activities.</p> <p>Subs, transportation support materials as needed.</p>	<p>Initiative worked a planned</p>	<p>We will be maintain same practices.</p>
	<p>Technology will be maintained, refreshed and purchased to be utilized by certificated staff and support staff to support student learning in the classroom.</p> <p>Purchase Instructional Technology software, licenses, and instructional supplies to support mainstream and targeted students through interventions. Support software will be purchased for students two grade levels below baseline and for newcomer support. Support for underperforming students through STEAM initiatives to include literacy support.</p> <p>1:1 Computer deployment support and resources including but not limited to technology hardware and software to support literacy and math intervention and</p>	<p>Initiative worked a planned</p>	<p>We will be maintain same practices.</p>

	support for EL's and underperforming subgroups, including ATSI support		
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Goal #2:

Raymond Cree Middle School is dedicated to increasing opportunities for community and family involvement through a partnership with the school in supporting achievement for all students. Creating opportunities for parents and families to become involved in their child's education enables families to develop the capacity to become knowledgeable about the function of the school while celebrating a diverse community effectively.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
<p>Our school is dedicated to cultivating robust family engagement through a multi-faceted approach. This includes diverse engagement opportunities through a variety of avenues for families to connect with the school, including governance bodies like the SSC and ELAC. Building parent capacity through Tailored interactive sessions equips parents with the technological skills needed to support student learning platforms.</p> <p>We will foster connections using themed events (Science Night, Maker Space Night, etc.) and recognition programs to promote family participation and celebrate student achievements, building a vibrant school community. We will develop parent leadership by sponsoring a cohort to attend the CAFE Delegation, fostering leadership skills within the parent population. Panorama surveys will be utilized to monitor progress and tailor future initiatives.</p>	<p>PARENT PARTICIPATION and Connection Activities:</p> <p>Support for Parent Center, Parenting Workshops, home academic support, supplemental programs on SEL at home, technology training, supplies, materials, and support for parent participation utilizing family theme days. The parent workshops and training will include classes Including but not limited to: Parenting in the 21st Century, Cybersafety on the Internet, parent book club, Navigating school databases to include grade checks and attendance, and Gmail, parentvue as a tool to communicate with teachers.</p> <p>Parent training focused on literacy, technology, home academic support, capacity building, social/academic activities, SSC, and ELAC.</p> <p>Parent partnership activities, programs, and opportunities to increase parent opportunities for participation and engagement opportunities. Increase school/home communication with all</p>	<p>Due to COVID restrictions we implemented these practices but on a much small scale on the following items.</p> <p>Support for Parent Center, Parenting Workshops, home academic support, supplemental programs on SEL at home, technology training, supplies, materials, and support for parent participation utilizing family theme days. The parent workshops and training will include classes Including but not limited to: Parenting in the 21st Century, Cybersafety on the Internet, parent book club, Navigating school databases to include grade checks and attendance, and Gmail, parentvue as a tool to communicate with teachers.</p> <p>Parent training focused on literacy, technology, home academic support, capacity building, social/academic activities, SSC, and ELAC.</p> <p>Support for 5th-grade transition meetings for parents and students.</p>	<p>Full implement of entire</p>

	<p>subgroups of the school community. Snacks for parent training and parent/school connection evening programs.</p> <p>Support for 5th-grade transition meetings for parents and students.</p>		
<p>Student Recognition Events and Ceremonies - Supplemental supplies, materials and resources will be purchased to support student recognition events as a vehicle to connect parents, and communities partners to school. Panorama surveys will be used to progress monitor.</p>			
<p>Student support for English Learners by increasing hours for our bilingual office specialist. Actions to include assisting in the identification of newcomers and EL students in need of support, coordinating extended day learning opportunities, and coordination of parent center events.</p> <p>.37 FTE Bilingual office specialist-Salary/Fringes</p>			
	<p>Student Recognition Events and Ceremonies - Supplemental supplies and resources will be purchased to support student recognition as a tool to connect students, parents, communities to school through recognition, engagement activities and events. Support resources to include incentives, support items, supplies and materials.</p>	Initiative worked a planned	maintain implementation full
	<p>Student support for English Learners. Duties include assisting in the identification of newcomers and EL students in need of support, coordinating extended day learning opportunities, and the coordination of parent center events.</p> <p>.37 FTE Bilingual office specialist-Salary/Fringes</p>	Initiative worked a planned	maintain implementation full

Goal #3:

At RCMS, students will be taught in a safe and drug-free learning environment. RCMS is devoted to academic excellence and the cultivation of individual strengths and talents in a supportive environment, where school and community behavior are guided by respect for individual differences and rights of others.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
<p>Connecting students to school through Tier 1 recognition events to include monthly student recognition for behavior which includes no suspensions, or OTL each month. Students will also be recognized for the monthly attendance rate for students attending school 94% of the time each month. Additional opportunities will include awards assemblies for attendance, GPA criteria of 2.0 or better, and no suspensions for the semesters. We will continue with our school-wide token economy system that recognizes students daily in class. Progress monitoring will be done using monthly attendance rates, suspension reports, and Synergy for no OTL. Panorama surveys will be used as our progress monitoring tool.</p>	<p>Connecting students to school through recognitions programs and support programs in a safe environment with SEL, attendance and academics, which include but are not limited to sports programs, clubs, VAPA performance groups, enrichment activities, EMPOWER, Matador Way, and E&R for Newcomers, school / district organizations.</p>	<p>Initiative worked as planned</p>	<p>maintain full implementation</p>
<p>RCMS is committed to fostering a welcoming and inclusive environment where students feel a strong sense of belonging. We will achieve this through a variety of engaging activities throughout the school day, after-school programs, and our clubs. Expanded Athletic Opportunities will be provided to ensure more students can participate in athletics, we are expanding our sports coaching staff. This will provide greater access to team sports and promote teamwork, sportsmanship, and physical activity. RCMS is dedicated to providing a safe and secure learning environment for all students. Our student ID program, with its easy replacement options, is one way we achieve this. We also proactively monitor potential through panorama surveys.</p>	<p>Student recognition programs which take place every trimester for academics, attendance, Honor Roll, which are under the umbrella of SchoolPlus2 activities, parent communication, and supplies and materials. Sports stipends to support student connections to the school. Support will include the opening of our wellness center, along with the refinement of our MTSS system.</p> <p>Safety initiatives, to provide global security measures for school stakeholders, and student communities. This will include Tier I practices such as lessons on empathy, dangers of cyberbullying, and making smart choices,</p>	<p>Initiative worked as planned</p>	<p>maintain full implementation</p>

<p>To create a strong sense of belonging for all students, RCMS will implement a two-pronged approach. First, Peer Leaders Uniting Students (PLUS) program will be utilized to train student leaders to foster a welcoming and inclusive environment for all students. PLUS leaders will provide social-emotional support and help their peers feel seen, valued, and connected. The fund this strategy we will buy the prep of our Plus Adviser to teach the class. Secondly, we recognize that attending school regularly is crucial for students to feel connected to the school community; therefore, we will create a chronic absenteeism support system. This program will provide targeted support to at-promise students and families facing barriers to attendance. Through home visits and other services, we aim to help chronically absent students feel more connected to RCMS. This is also a component of our CSI plan. Attendance reports, chronic absenteeism reports, and panorama surveys will be used as our progress monitoring tools.</p>	<p>We were not able to implement our PLUS intervention program due to limited staff. Implement PLUS intervention program which focuses on peer mediation and support and Student SEL and mindset curriculum. Certificated, classified extra duty support to connect students to school.</p>	<p>Plus did not gain traction due to staff shortage</p>	<p>maintain full implementation</p>
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Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64004 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65004, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64004(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:

- i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
- i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, its LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
- 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
- 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2049).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64004(a), both as amended by AB 716, effective January 1, 2049.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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